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ABSTRACT

This volume covers Boston Public Schools operations in four court-monitored areas for the period from December 1983 through May 1984. These areas of concern are discussed: facilities, safety and security, student discipline, and parent and student organizations. Dispute resolution during the period covered by the report, as well as procedures for initiating modifications of existing orders, are briefly addressed in two concluding sections. (KH)

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ED248281

COMMONWEALTH OF MASSACHUSETTS
BOARD OF EDUCATION

REPORT NO. 3

TO THE UNITED STATES DISTRICT COURT, DISTRICT OF MASSACHUSETTS

ON

BOSTON SCHOOL DESEGREGATION

VOLUME IIB

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FACILITIES

MANDATE

Construction, renovation and closing of school facilities shall occur according to the standards contained in the interlocutory Order of June 21, 1974; the Plan of May 10, 1975, pages 6-7; the Memoranda and Orders of May 6, 1977, pages 37-40; August 15, 1979; March 21, 1980; April 2, 1980; and the Order on Joint Defendants' Motion for Adoption, May 11, 1981.

PROCESS

The Director of School Building Assistance has conducted the reviews, assisted by the Division's Regional Center staff, through meetings with Boston staff in the Department of Implementation, the Office of the Deputy Superintendent for School Operations, and the City of Boston Public Facilities Department.

OBJECTIVE

1. To determine whether all school closing measures ordered by the Court have been fully complied with.

STATUS

Compliance reported in July 1983 Monitoring Report.

OBJECTIVE

2. To review all proposed construction, renovation, and other school facility measures for consistency with desegregation and other requirements of the Court.

QUESTION

In Report No. 2, monitors reported approval of renovation plans for Dorchester High as of June 28, 1983. It was also reported that plans for renovation of Jeremiah Burke High were expected to be approved at the January 1984 Board Meeting. Have the renovation plans for the Burke and Dorchester High Schools outlined by Superintendent Spillane in a submission to the Court in May 1982 progressed as expeditiously as possible?

FINDINGS

A recent site visit by the monitors verified that the Dorchester High School renovation project is approximately 50% completed with sub-stantial completion scheduled for September 1984.

The Burke High School renovation project was also approved by the Board at the January 24, 1984 meeting. However, the project has been seriously delayed due to complications encountered during bidding. The bids were substantially higher than the anticipated construction costs. The Boston Public Facilities Department is presently seeking authorization for increased funding in order to proceed with the agreed upon scope of work. Completion of the work is scheduled for one (1) year from the date of contract signing.

QUESTION

In Report No. 2, it was found that joint long-range facilities planning had not commenced. What progress has been made to develop the required long-range facilities plan?

FINDINGS

Other than the Burke and Dorchester renovations, no formal proposals for construction, renovation, or other school facility measures have been received as of May 14, 1984. However, meetings have been encouraging and are the first steps in the development process. On May 3, an initial segment of a plan containing enrollment projections, capacities, and a list of schools which the Boston School Committee has determined will remain open over the foreseeable future was received.
(650-709)

Boston has recently submitted educational specifications for a new Boston Latin School/Latin Academy building, and other renovations are planned. The State Board has not been involved in any of the planning on this project. This project, like all others, must become a part of Boston's long-range facilities planning. This planning process should include the city of Boston, the School Department as well, as the Department of Education. Under current orders, projects beyond Burke and Dorchester must await development and approval of a complete secondary school facilities plan, a component of the Court-Ordered Unified Facilities Plan.

OBJECTIVE

3. To review the placement or proposed placement of any portable unit, or the rental of any space for instructional purposes, for consistency with the desegregation and other requirements of the Court.

STATUS

Monitors have been informed of no plans for the rental of space for instructional purposes.

OBJECTIVE

4. To determine the extent of compliance with outstanding orders with respect to development of a Unified Plan, including a schedule of further school closings, a schedule of construction, renovation, replacements, as well as repair and refurbishing of all facilities, and a plan for secondary school utilization, in accordance with the provisions of the Manual for District Planning Activities and other requirements of the Court.

QUESTIONS

Report No. 2 stated that "joint planners" had not met for the purpose of developing a long-range facilities plan. Have discussions occurred among the "joint planners" about a long-range secondary school facilities plans as a necessary part of the Unified Facilities Plan? What progress has been made toward determining priorities for the available resources and for possible closings?

FINDINGS

Since the last report, representatives of the Boston Public Schools, City of Boston Public Facilities Department, and representatives of the State Board of Education have met twice to begin to develop a long-range facilities plan on which individual school construction, renovation, or improvement projects may be based. Volume II of this report contains summaries and reports related to those meetings.

The first of the two meetings occurred on April 24, 1984, and was convened by a representative of the Mayor's Office. At this meeting a proposed outline for the contents of the facilities plan was discussed. (648-649)

On May 3, 1984, a second meeting was held during which representatives of the Boston Public Schools and the Public Facilities Department advised the monitors that the Boston School Committee had voted approval of a list of schools to be retained in the system on a long-range basis, some of which would be the subject of enlargement, renovation, or improvement projects. A list of proposed projects keyed to the schools identified in the list, together with cost estimates, is to be submitted to the State Board.

It has also been determined that funding for these proposals will be derived from City Council orders, and not from Boston school maintenance funds, which will be used for day-to-day repair and maintenance problems.

RECOMMENDATIONS

The school department, city and state should continue joint development of an educationally and financially sound long-range facilities plan.

VOLUME II ATTACHMENTS

March 2, 1984	Letter to Commissioner John H. Lawson from Superintendent Robert R. Spillane, re: Long-Range Facilities Planning.
March 20, 1984	Letter to Superintendent Robert R. Spillane from Commissioner John H. Lawson in Response to the Superintendent's March 2, 1984 Letter on Long-Range Facilities Planning.
April 17, 1984	Letter to Peter Scarpignato, Boston Public Facilities Department, from John Calabro, re: School Construction, Renovation, and Improvement Projects.
April 27, 1984	Letter to Robert W. Consalvo, Educational Liaison for the Mayor's Office, from John Calabro, re: Long-Range Facilities Planning.
May 3, 1984	Data Relating to School Facilities Planning submitted by the Boston Public Schools.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

March 2, 1984

Commissioner John H. Lawson
Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Commissioner Lawson:

I understand that the School Buildings Assistance Bureau requires a secondary school plan from the Boston Public Schools prior to any consideration of school construction projects including our application for building modifications or innovations under Chapter 515 of the General Laws of the Commonwealth.

The Boston Public Schools have undergone significant change in the past several years. After reestablishing fiscal credibility, we have embarked on a course of action which has seen the development and adoption of comprehensive graduation requirements for middle and high school students and a promotion policy for Grades 1-12 which will be implemented in 1984-85.

Built upon this foundation of academic standards, I have presented the School Committee with a long-range plan for the Boston Public Schools which is designed to establish our direction for the next decade, as well as to prepare for the disengagement of the Federal District Court. This plan was submitted to School Committee in February 1984 and will be discussed at their meeting of March 6, 1984. The plan includes comprehensive recommendations for restructuring the Boston Public Schools and has specific provisions for secondary schools in the system which are the necessary determinants of a Secondary Facilities Plan called for in your recent monitoring report to the Federal District Court.

I offer you this long range plan as an indication of the direction of the Boston Public Schools for the next decade, as well as a description of our plan for secondary schools within that framework. I believe it now will be productive, based on these educational recommendations, to discuss joint development of a Secondary Facilities Plan. I am anxious, however, that such discussions not preclude consideration of our present application for critical modifications in Boston school buildings.

Your attendance at the State Board of Education meeting at Boston Technical High School undoubtedly signaled to you the very real physical needs of the Boston Public Schools. Boston Technical High is one of the schools slated for boiler replacement in the application presently before the School Building Assistance Bureau. We need to take prompt action on projects such as Technical High where needs are unquestioned and where long-range use is assured. We request that the Department of Education work with the Boston Public Facilities Department and with the Boston Public Schools to approve financing for such projects

This is also to request the participation of the Department of Education in the joint development of a Secondary Facilities Plan for the Boston Public Schools.

Sincerely,

Robert R. Spillane
Superintendent of Schools

cc: Raymond L. Flynn
James Hart
Victor Hagan
John Calabro
Robert Peterkin

Office of the Commissioner

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street Quincy, Massachusetts 02169

March 20, 1984

Robert R. Spillane
Superintendent
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Re: Long-Range Facilities Planning

Dear Superintendent Spillane:

Thank you for sharing with me the draft Long-Range Plan of February 1984, which I received under your cover letter of March 2. I was particularly encouraged to note that the proposed timetable contained at Section V of the document recognizes that, once a plan has been adopted by the Boston School Committee, those portions of the plan that require modification of outstanding desegregation orders must be submitted to the modification process contained at Section VI of the Federal District Court's December 23, 1982 Orders of Disengagement. The State Board is prepared to coordinate the required negotiation process once a plan has been adopted by the Boston School Committee.

Regarding the development of a long-range facilities plan for Boston, the State Board's responsibility to participate as a joint planner with both the Boston School Committee and the Public Facilities Department of the City of Boston predates the Orders of Disengagement. Again, we stand ready to participate in this effort once city and school officials have identified their future needs. As in previous joint planning efforts, we feel that the planners should work toward identifying a prioritized list of school construction projects, with fixed commencement dates, for the next several years. Such a list can only be created after comprehensive projections regarding future grade structure, future enrollment by grade level, and the future use and capacity of existing school facilities.

I am also aware, as you note in your letter, that certain facilities needs are presently apparent. In this regard, I direct your attention to Chapter 515 of the Acts of 1983, which provides additional state aid for qualifying projects that contribute to desegregation. A copy of Chapter 515 is enclosed. The staff of the Department's School Building Assistance Bureau is prepared to offer any necessary assistance Boston may require in pursuing funding under this statute.

Sincerely,

John H. Lawson
Commissioner of Education

Encs.
cc: Hon. Raymond L. Flynn
Donald B. Manson
Franklin Banks
John Calabro

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

April 17, 1984

Mr. Peter Scarpignato, Architect
Boston Public Facilities Department
26 Court Street
Boston, MA 02108

Dear Peter:

This is a brief summary of our telephone conversation of April 12, 1984, during which we discussed school construction, renovation, and improvement projects under various provisions of Chapter 645 of the Acts of 1948, and especially those related to Chapter 515 of the Acts of 1983.

As you are aware, we are still awaiting a long-range facilities plan for Boston, and specifically a secondary facilities component. This matter is most recently referred to in the March 20, 1984, letter from Commissioner Lawson to Superintendent Spillane. In this connection I have recruited a temporary specialist to assist me with the Boston plan as well as with Chapter 515 related material. (Approval to start him and one other such specialist is pending approval of the Office of Educational Affairs.)

As I indicated, this office is more than willing, and has been for many years, to assist both the school system and the Department of Public Facilites in developing a joint educationally and financially sound long-range plan.

Sincerely yours,

John A. Calabro

John A. Calabro, Ph.D.
Adminstrator
School Building Assistance Bureau
(617) 770-7238

JAC:hh

cc: Frank Banks
Robert Blumenthal
Marlene Godfrey
Robert Peterkin
Samuel Pike
John Raftery
Commissioner Lawson

The Commonwealth of Massachusetts
Department of Education

1323 Hancock Street, Quincy, Massachusetts 02169

April 27, 1984

Mr. Robert W. Consalvo
Educational Liaison
Office of the Mayor
Boston City Hall
26 Court Street
Boston, MA 02108

Dear Mr. Consalvo

This is a brief summary of the main points of our meeting held at Public Facilities Department in Boston on Tuesday, April 24, 1984, at 10:00 a.m. during which you, Ray Regan, Bob Murray, Peter Scarpignato, John Coakley, Paul Mooney, Ed Nicolas, Sam Pike and I discussed the Boston Public Schools' long-range facilities plan, procedures for possible school projects for construction, enlargement, renovation, and improvement of a building, and funding for such project proposals.

A long-range facilities plan is both necessary and prudent and in any case is required both by School Building Assistance Bureau, Department of Education practices and procedures and by order of the Federal Court.

Such plan should generally provide the kinds of information identified in the attached proposed outline, and may be organized, at least at this point, to identify schools certain to remain in use and those which will probably remain in use. The others, the future of which is uncertain, should also be identified. The plan must also be consistent with desegregation/racial balance planning as determined by our Bureau of Equal Educational Opportunity and others in the Department. Court determined capacities should be taken into account.

We are not now working with the City on any school project proposals. All future proposals must be consistent with the approved long-range plan.

Mr. Nicolas of my office (770-7238) and Mr. Pike of the Greater Boston Regional Center in Wellesley (727-1470) are available to assist and cooperate in the development of the plan. I understand the City of Boston at this time has not identified either its PFD representative or its representative from the Public Schools to assist or cooperate in the

development of this plan. The section of Chapter 515 of the Acts of 1983 which provides ninety percent for certain approved construction projects terminates June 30, 1984. These projects must tend to reduce or eliminate segregation and imbalance. In order to be considered for ninety percent aid, a project application must be submitted or approved by June 30, 1984. Such project must be consistent with the provisions of the long-range plan. H.63, now in House Ways and Means, if enacted, would extend the ninety percent provisions of Chapter 515.

Still to be determined is whether school improvement projects, i.e., roofs, heating systems, energy retrofits, etc., could be aided at ninety percent.

Representatives of the Public Schools, Public Facilities Department, and perhaps others, will contact Mr. Nicoles or Mr. Pike very soon to continue the good work begun on Tuesday. Meanwhile, I suggest that you send us whatever lists of schools and proposed work in them you may now have in order to assist us with our task.

If I have omitted or misstated anything, please let me know by letter.

Please keep in close touch.

Sincerely yours,

John A. Calabro

John A. Calabro, Ph.D.
Administrator
School Building Assistance Bureau
(617) 770-7238

JAC:hh

cc: Charles Glenn
Fletcher Bishop

Boston Public Schools

Data Relating to School Facilities Planning

May 3, 1984

The following pertinent information relating to the Boston Public Schools is being submitted to the Massachusetts School Building assistance Bureau as a prelude to the City of Boston filing applications for reimbursement of modernization, rehabilitation and construction projects in Boston school buildings which qualify for State assistance under existing statutes.

The contents of this submission include

a) Grade Organization

b) Estimated Enrollments - By grade, level, race and specialized program

c) Schools in Operation - Long Range Facilities Plan - Phase I

d) Capacity of Each School and Chronological Listing of Schools

e) Statement of Capital Improvement Needs with Estimates of Heating, Roofing, Energy Retrofit and Site Improvement Needs.

a) Boston Public Schools - Grade Organization

May 1984

The Boston Public Schools will maintain the grade structure established by the Federal District Court Order of 1975: -

K - 5

6 - 8

9 - 12.

There are presently a few exceptions to this structure that have been approved by the Court. These include

Boston Latin	7-12	
Boston Latin Academy	7-12	
Umana	7-12	
McKay	K-6	(Linked to Umana)
Tobin	K-8	
Special Education Centers:	McKinley, Tileston, Mann.	

The Superintendent of Schools, Robert R. Spillane in February 1984 proposed a Long Range educational plan currently under review and requiring court approval that would have the following impact on grade organization -- if approved

Boston Latin

Boston Latin Academy

Umana

McKay

In Each District - K-8 At least one school addition of pre-kindergarten to K-5 schools.

a.

Boston Public Schools

Grade Organization

May 1984

b.

Boston Public Schools

Estimated Enrollments
By Level, Grade, Race
and Specialized Program

May 1984

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS

February 28, 1984

MEMORANDUM

TO: Interested Persons

FROM: John R. Cookley John R Cookley

SUBJECT: Enrollment Projections for 1984-85 and Beyond

Each year my colleagues and I develop the widely-acclaimed enrollment projections for the school system. (It is not true that any of us were involved in the forecasting of a Dewey victory in 1948, although some did envision a world's championship for the Celtics in 1983.)

There follows:

1. A two-page explanation of our assumptions and approach in developing enrollment estimates for 1984-85

2. Thirteen charts which seek to place the various enrollment sub-set projections in historical context

3. A recently-developed five year projection of enrollments by race. Please note that this racial projection does not necessarily correspond to the five-year (non-racial) projections found in Chart 13

4. A recently-acquired summary of births in Boston by neighborhoods and by race from 1969 to 1982. It is much more detailed than Chart 8

The data are not intended to convince you that the projections for a given school are correct. However, the data should give you a sense of systemic or programmatic trends. The irony is that we can estimate the total system's enrollment a year ahead of time and come—as we did this year—within three-tenths of one percent, and yet "miss" rather significantly the first-grade projection in a rather small school.

bmj

Enclosure

1984-1985 ENROLLMENT PROJECTIONS
ASSUMPTIONS AND APPROACH

1. The Department of Implementation developed "draft" enrollment projections for 1984-1985 based on the assumption that all schools and programs in effect in 1983-84 would be in effect in 1984-85. Those projections were completed on December 14, 1983, and then Community Superintendents, Headmasters, Principals and Central Department officials were asked to provide reactions by December 22, 1983.

2. On January 3, 1984, the Department of Implementation submitted a revised set of enrollment projections for 1984-85. Again the projections:

   a) assumed that there would be no schools closed in 1984-85,
   b) for the most part did not factor in possible program consolidations or expansions in 1984-85, and
   c) assumed that the expansion of Extended Day Kindergartens would continue in effect in 1984-85.

3. On or about February 1, 1984 the Space Matrix for 1984-85 will be completed and the DI will notify the Deputy Superintendents of predictable changes in the "Second Effort" projections, probably in Special Education and Bilingual Education.

4. On or about June 1, 1984, after the Student Assignment Process has been completed, the DI will advise the Deputy Superintendents of any further modifications in the 1984-85 Enrollment Projections.

5. The kindergarten enrollment of 1984-85 should reflect little or no increase over that of 1983-84. There should be modest kindergarten increases in 1985-86 and 1986-87.

6. The second grade enrollment of 1984-85 should be smaller than the "sixteen-month" second grade enrollment of the current year. The third grade enrollment of 1984-85 should be larger than this year's third grade enrollment because it will be the "sixteen-month" grade in 1984-85.

7. Enrollment projections should target the mid-December ACTUAL enrollments. ASSIGNED enrollments fluctuate too much during the school year to be of value for projections. ACTUAL enrollments (exclusive of those in September) vary less from month to month. Usually, the ACTUAL enrollment of December is at the highest level of ACTUAL enrollments through the year. Generally the ACTUAL enrollment of December is comparable to the ASSIGNED enrollment of late March.

8. Enrollment projections are first determined on a system-wide "bottom-line" basis by calculating the average change from grade to grade over a seven-year period. We fine-tune that calculation by determining for each grade the "return" rate of students in each of the last two school years plus the "new to Boston Public Schools" average in each of the last two school years.

9. Having determined what the school system's enrollment on a grade-by-grade basis is likely to be, we next estimate the predictable changes in district enrollments and in the individual program enrollments.

10. Having created "enrollment guideposts" for each grade, district and program, we endeavor to calculate school-by-school enrollments (by grade and by program) by employing a "survival-rate" approach.

11. Total-system enrollment projections are the least difficult to determine. On January 17, 1983 we predicted a December 1983 enrollment of 55,759; on December 15, 1983 the enrollment (ACTUAL) was 55,754. Grade-level projections and total-program projections also are not too bothersome to forecast (although our first-grade projection for both 1982-83 and 1983-84 were not on or near the mark). However, projecting the 1700 sub-sets (exclusive of mainstream Special Needs) in our schools is rather difficult. It is important, therefore, that we refine our projections each year in the late Spring. It is equally important, however, that all schools maintain accurate enrollment data throughout each year. Enrollment projections reflect both the strengths and limitations of the estimators and the accuracy of the enrollment data (including grade-level data and program data) in each school.

12. The charts which follow provide some indication of enrollment trends since 1976-77 and constitute justification for the projections for 1984-85. Also enclosed is a listing of Births in Boston from 1958 to 1982. (Please note that the 1984-85 students generally were born between 1967-1979.) Another enclosure is a recently refined five-year enrollment projection for 1984-85 to 1988-89. (Please note that the 1984-85 estimates in this five year projection are not consonant with the school-by-school 1984-1985 Enrollment Projection of January 3, 1984.) A final enclosure is a listing of reported Non-Promotes, by grade and by district, for each of the prior six school years. Please note that we used the reported Non-Promotions of June of each year before Summer School and before the innumerable reconsiderations of decisions on promotions by local school persons. The data are of interest as barometers. Bear in mind our declining enrollments as you look at such data. One certainly questions the wisdom of an early-entrance age for kindergarteners and, by extension, first graders when one notes the number of kindergarten non-promotes since June 1982 and the number of first-grade non-promotes in June 1983.

13. Again, I call attention to dramatic enrollment decline now occurring in middle schools (and about to begin in high schools) at a time when kindergarten and elementary school enrollments may begin to increase modestly.

HISTORICAL ENROLLMENT DATA

TOTAL ENROLLMENT BY GRADE - DECEMBER ACTUAL

12/77	12/78	12/79	12/80	12/81	12/82	12/83	PROJ 12/84
-	-	-	-	-	-	-	-
3303	3391	3221	3185	-	-	-	-
4740	4392	4169	4207	5277	4362	4419	4355
5382	4987	4450	4288	4162	5235	4762	4499
4938	4732	4422	4072	3803	3868	4515	4258
4958	4666	4505	4337	3822	3684	3795	4295
5008	4783	4496	4400	4163	3708	3670	3769
5143	4868	4634	4429	4276	4147	3736	3514
5873	5176	5009	4708	4737	4454	4201	3929
5749	5744	5239	5183	4803	4870	4744	4422
5497	5201	5117	4760	4575	4330	4365	4239
6382	6271	5999	5851	6058	5692	5444	5275
5323	5385	5308	5347	4976	5112	4528	4615
4147	4439	4407	4476	4399	4017	4129	3857
3644	3015	3337	3490	3444	3350	3082	3310
397	773	780	922	212	242	258	250
760	281	288	61	142	181	106	120
71244	68104	65381	63716	58849	57252	55754	54707
L							
ARY							
8043	7783	7390	7392	5277	4362	4419	4355
25429	24036	22507	21526	20225	20642	20478	20335
17119	16121	15365	14651	14115	13654	13310	12590
19496	19110	19051	19164	18877	18171	17183	17057
1157	1054	1068	983	354	423	364	379

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HISTORICAL ENROLLMENT DATA

TOTAL ENROLLMENT BY DISTRICT - DECEMBER ACTUAL

ART 2								PROJ
TR	12/77	12/78	12/79	12/80	12/81	12/82	12/83	12/84
I	5186	4988	4660	4628	4441	4371	4461	4418
II	6112	5872	5775	5563	4889	4665	4618	4558
II	7034	6659	6157	6000	5416	5194	4983	4816
IV	6021	5652	5198	5144	4586	4443	4319	4212
V	11631	10935	10379	9867	8808	8161	8093	7923
VI	6762	6296	5985	5745	5187	5266	5164	5053
II	5771	5558	5213	5193	4631	4757	4879	4882
II	3916	3780	3666	3442	3201	3086	2958	2881
IX	18809	18364	18348	18134	17690	17309	16279	15964
TAL	71244	68104	65381	63716	58849	57252	55754	54707

TOTAL ENROLLMENT BY PROGRAM - DECEMBER ACTUAL

ART 3								PROJ
OGRAM	12/77	12/78	12/79	12/80	12/81	12/82	12/83	12/84
P	62395	57531	53814	51538	47150*	44788**	42683**	41844
E	1130	962	1045	859	574**	864*	804*	803
C	724	1004	1087	965	1032	1025	1059	1051
P	491	1443	1420	1411	854	847	1141	1104
L EDP	-	50	156	271	183	150	247	242
ED SS	1723	1907	2207	2447	2742	3083	3284	3330
IL	4614	4990	5354	5927	6314	6495	6536	6333
TAL	71244	68104	65381	63716	58849	57252	55754	54707
NSTRM	7110	8096	8055	7926	7820	7514	7161	678

*Includes Business Education at East Boston High School

-659- East Boston High School

1/4/84

.EDTOT

HISTORICAL ENROLLMENT DATA

.RT 4	BILINGUAL EDUCATION ENROLLMENT - DECEMBER ACTUAL							PROJ
DGRAM	12/77	12/78	12/79	12/80	12/81	12/82	12/83	12/84
CH	452	484	589	727	807	789	812	806
FR	231	231	257	253	383	505	468	421
GR	241	210	191	174	151	140	140	132
IT	358	407	433	412	377	341	312	279
CV	152	246	322	382	406	523	513	502
P	110	85	81	79	85	97	87	82
SP	3022	3274	3385	3525	3383	3325	3414	3369
EA/CAM*	-	-	8	24	352	268*	300	270
V	13	37	74	200	344	374	382	368
TE/LAO*	35	16	14	151	26	133*	108	104
OTAL	4614	4990	5354	5927	6314	6495	6536	6333
IL EDP	-	50	156	271	183	150	247	242
IL SS	40	74	85	129	152	190	241	222

*Change in "Title" on 10/28/82

CH = CHINESE

FR = FRENCH/HAITIAN

GR = GREEK

IT = ITALIAN

CV = CAPE VERDEAN

P = PORTUGUESE

SP = SPANISH

SEA/CAM = SOUTHEAST ASIAN/CAMBODIAN

V = VIETNAMESE

OTH/LAO = OTHER/LAOTIAN

D-TOT

HISTORICAL ENROLLMENT DATA

ART 5

SPECIAL EDUCATION ENROLLMENT - DECEMBER ACTUAL

OGRAM	12/77	12/78	12/79	12/80	12/81	12/82	12/83	PROJ 12/84
04	127	131	104	127	162	216	248	241
14	321	352	470	553	628	682	739	774
24	245	255	247	228	226	225	217	203
34	92	87	59	49	54	51	42	40
44	377	398	519	571	616	775	799	844
54	19	23	25	21	13	19	27	29
64	133	142	143	132	139	138	143	149
74	263	344	460	546	648	672	722	724
84	93	85	79	76	87	96	87	82
94	13	16	16	15	17	19	19	23
IL SS	40	74	85	129	152	190	241	221
OTAL	1723	1907	2207	2447	2742	3083	3284	3330
AINSTREAM								
02.1	636	830	939	968	925	905	816	771
02.2	4149	4571	4596	4630	4642	4230	3972	3723
02.3	2325	2685	2520	2328	2253	2379	2373	2290
OTAL	7110	8096	8055	7926	7820	7514	7161	6784

4 = DEVELOPMENTAL BASIC SKILLS

4 = SUPPORTIVE ACADEMIC REMEDIATION

4 = PREPARATORY LIFE SKILLS

4 = SELF HELP SKILLS

4 = LEARNING/ADAPTIVE BEHAVIOR

54 = ADAPTIVE VISION RESOURCES

64 = COGNITIVE DEVELOPMENTAL

74 = PSYCHO-EDUCATIONAL/MOTOR

84 = LEARNING/HABILITATION GOALS

94 = SPEECH AND HEARING

HISTORICAL ENROLLMENT DATA

ART 6 NON-PROGRAMMATIC ENROLLMENT BY GRADE - DECEMBER ACTUAL

RADE	12/77	12/78	12/79	12/80	12/81	12/82	12/83	PROJ 12/84
XI	2620	2410	2219	2050	-	-	-	-
XII	4365	3184	2827	2782	3447	2643	2353	2421
01	4840	4286	3801	3586	3377	4241	3868	3673
02	4365	4078	3688	3364	3072	3046	3503	3354
03	4318	4034	3807	3471	3021	2908	2929	3300
04	4334	3815	3525	3402	3012	2654	2547	2641
05	4318	3914	3576	3402	3160	2952	2575	2429
06	5008	4330	3936	3677	3627	3352	3020	2759
07	5265	5221	4708	4502	4132	4170	4001	3670
08	5071	4773	4629	4231	3955	3716	3666	3533
09	5594	5649	4991	4910	5146*	4624	4403	4314
10	4556	4533	4525	4421	4201*	4104	3639	3677
11	3562	3716	3736	3807	3708*	3265	3301	3058
12	3103	2536	2778	2950	2938*	2690	2514	2605
13	386	771	780	922	212	242	258	250
14	690	281	288	61	142	181	106	120
OTAL	62395	57531	53814	51538	47150*	44788	42683	41844

Includes approximately 300 Business Education students at East Boston High School.

ote: The above enrollments are NON-PROGRAMMATIC (i.e., regular education).

1/4/84

HISTORICAL ENROLLMENT DATA

NON-PROGRAMMATIC ENROLLMENT BY DISTRICT - DECEMBER ACTUAL

7	12/77	12/78	12/79	12/80	12/81	12/82	12/83	PROJ 12/84
	4089	3717	3280	3069	2767	2761	2785	2774
	5176	4769	4595	4292	3794	3494	3331	3274
	6201	5642	5044	4905	4313	4033	3752	3634
	5576	5189	4679	4604	4061	3885	3761	3638
	10612	9605	8901	8393	7306	6659	6379	6219
	5837	5240	4798	4484	3991	3867	3630	3526
	4541	4154	3574	3379	3111	3171	3150	3141
	3345	2917	2666	2416	2475*	2099	2028	2005
	17016	16298	16277	15996	15332	14819	13867	13633
AL	62395	57531	53814	51538	47150*	44788	42683	41844

cludes approximately 300 Business Education students at East Boston High
hool.

e: The above enrollments are NON-PROGRAMMATIC (i.e., regular education).

1/4/84

ESSIRTE

EART 8

BIRTES TO BOSTON RESIDENTS

YEAR	NUMBER OF BIRTES	COMMENT
1958	16280	GRADE 12, 1975-76
1959	16397	
1960	15631	
1961	15627	GRADE 12, 1978-79
1962	15373	
1963	14635	
1964	14249	
1965	13112	
1966	12776	GRADE 12, 1983-84
1967	12157	
1968	11646	
1969	11057	
1970	11217	GRADE 8, 1983-84
1971	10275	
1972	8926	
1973	8168	GRADE 5, 1983-84
1974	7778	
1975	7481	
1976	7098	
1977	6966	
1978	7102	KINDERGARTEN, 1983-84
1979	7411	
1980	7670	
1981	8026	
	8261	

HISTORICAL ENROLLMENT DATA

ART 9	BILINGUAL ENROLLMENT BY GRADE LEVEL - DECEMBER ACTUAL						PROJ
OGRAM	12/78	12/79	12/80	12/81	12/82	12/83	12/84
E-K	95*	101*	120*	96	58	51	50
E-E	205	256	304	334	387	407	377
E-M	60	91	110	134	127	138	167
E-H	124	141	193	243	217	216	212
OTAL	484	589	727	807	789	812	806
R-K	13*	23*	10**	1	10	0	0
R-E	84	98	95	122	155	172	158
R-M	55	56	39	52	60	68	65
R-H	79	80	109	208	280	228	198
OTAL	231	257	253	383	505	468	421
R-K	29*	21*	3**	2	0	1	0
R-E	69	62	70	73	75	81	79
R-M	55	49	34	29	21	20	19
R-H	57	59	67	47	44	38	34
OTAL	210	191	174	151	140	140	132
T-K	30*	32*	31*	10	6	14	8
T-E	176	174	150	150	136	108	98
T-M	101	113	109	101	87	70	78
T-H	100	114	122	116	112	120	105
OTAL	407	433	412	377	341	312	279
V-K	7*	27*	54*	44	55	18	18
V-E	78	97	113	130	192	223	213
V-M	57	67	100	89	111	109	120
V-H	104	131	115	143	165	163	151
					[illegible]	513	502

GRAM	12/78	12/79	12/80	12/81	12/82	12/83	PROJ 12/84
-K	7*	13*	10*	9	7	6	6
-E	42	34	40	42	54	42	36
-M	16	22	18	24	25	26	20
-H	20	12	11	10	11	13	20
TAL	85	81	79	85	97	87	82
-K	374*	393*	406*	316	221	152	149
-E	1649	1672	1728	1707	1836	1942	1877
-M	650	716	766	750	699	750	730
-H	601	604	625	610	569	570	613
TAL	3274	3385	3525	3383	3325	3414	3369
/R-K	0	0	3*	25	9	9	7
/R-E	0	4	8	171	107	104	95
/R-M	0	1	4	73	57	82	67
/R-H	0	3	9	83	95	105	101
OTAL	0	8	24	352	268	300	270
V-K	6*	11*	29*	25	20	34	30
V-E	24	33	74	107	149	163	170
V-M	0	10	34	56	50	66	65
V-H	5	20	63	156	155	119	103
OTAL	37	74	200	344	374	382	368
L/O-K	3*	3*	30*	6	9	10	8
L/O-E	3	7	66	10	39	39	46
L/O-M	4	2	23	6	32	27	20
L/O-H	6	2	32	4	53	32	30
TOTAL	16	14	151	26	133	108	104

-LEV

HISTORICAL ENROLLMENT DATA

SPED ENROLLMENT BY GRADE LEVEL - DECEMBER ACTUAL

T 10 GRAM	12/78	12/79	12/80	I2/81	12/82	12/83	GRA PRO 12/84-E
-K	97	92	119	158	215	247	241-E
-E	31	12	8	4	1	0	0-M
-M	2	0	0	0	0	0	0-E
-E	1	0	0	0	0	1	.0TE
TAL	131	104	127	162	216	248	241 P-
-K	2	8	14	26	26	54	22 P-
-E	166	198	237	265	269	266	296 P
-M	108	162	179	169	161	187	197 P
-E	76	102	123	168	226	232	259 (
OTAL	352	470	553	628	682	739	774
4-K	0	0	5	10	4	1	1
4-E	69	61	56	47	60	65	59
4-M	50	51	44	50	46	47	44
4-E	136	135	123	119	115	104	99
OTAL	255	247	228	226	225	217	203
4-K	0	0	0	6	4	1	0
4-E	87	59	49	48	47	41	40
OTAL	87	59	49	54	51	42	40
44-K	0	6	0	7	10	7	4
44-E	169	181	200	195	199	208	18(
44-M	147	180	195	212	224	255	27(
44-E	82	152	176	202	342	329	37
TOTAL	398	519	571	616	775	799	84

GRAM	12/78	12/79	12/80	12/81	12/82	12/83	12/8
-E	5	4	0	0	4	10	[illegible]
-E	4	14	16	11	13	13	18
-E	12	7	4	2	2	4	[illegible]
-E	2	0	1	0	0	0	0
TAL	23	25	21	13	19	27	29
-E	14	19	20	26	24	20	7
-E	59	52	44	40	37	35	54
-E	32	26	29	26	31	36	29
-E	37	46	39	47	46	52	59
TAL	142	143	132	139	138	143	149
-E	8	11	10	9	10	6	11
-E	247	312	325	343	281	333	298
-E	66	98	148	201	250	245	242
-E	23	39	63	95	131	138	173
TAL	344	460	546	648	672	722	724
-E	5	4	3	9	9	11	2
-E	38	39	37	39	41	36	40
-E	11	12	10	11	12	15	16
-E	31	24	26	28	34	25	24
TAL	85	79	76	87	96	87	82
-E	15	16	15	17	18	10	7
-E	1	0	0	0	1	9	16
TAL	16	16	15	17	19	19	23
-E	3	2	11	11	21	26	18
-E	37	47	71	84	93	107	91
	[illegible]	22	25	26	47	71	7

RPRO-G

HISTORICAL ENROLLMENT DATA

ART 11 TOTAL NON-PROMOTES BY GRADE - JUNE (BEFORE S

ADE	6/78	6/79	6/80	6/81		
K	45	42	65	35		
1	873	760	665	636	58	
2	325	318	263	264	271	
3	203	212	198	188	160	
4	115	135	94	122	120	
5	125	116	71	82	84	844-
6	822	827	818	741	717	589
7	1018	1051	1047	958	1012	894
8	813	816	887	644	765	536
9	1581	1676	1298	1759	1717	1717
10	1113	1145	1002	1054	1109	985
11	692	681	553	600	615	589
12	212	200	116	56	127	89
13						
14						
OTAL	7937	7979	7077	7139	7465	7207

IMMARY						
K	45	42	65	35	184	127
E	1641	1541	1291	1292	1219	1681
M	2653	2694	2752	2343	2494	2019
H	3598	3702	2969	3469	3568	3380
O	-	-	-	-	-	

1/4/84

HISTORICAL ENROLLMENT DATA

TOTAL NON-PROMOTES - BY DISTRICT - JUNE (BEFORE SUMMER SCHOOL)

CT	6/78	6/79	6/80	6/81	6/82	6/83
	508	434	440	363	500	488
:	505	675	587	689	590	488
I	623	609	489	617	652	597
V	576	527	461	461	415	419
V	1604	1617	1352	1168	1133	1012
I	688	474	401	506	635	659
I	622	525	499	478	469	547
I	375	421	436	348	441	395
X	2436	2697	2412	2509	2630	2602
L	7937	7979	7077	7139	7465	7207

1/4/84

V-YR-PRO

HISTORICAL ENROLLMENT DATA

FIVE YEAR ENROLLMENT PROJECTIONS

CHART 13

GRADE	12/84	12/85	12/86	12/87	12/88
K	4450	4600	4775	4975	5200
01	4350	4550	4725	4900	5100
02	4500	3825	4025	4175	4325
03	4250	4325	3675	3875	4000
04	3775	4125	4200	3575	3775
05	3500	3725	4050	4125	3525
06	3925	3600	3825	4175	4250
07	4425	3925	3600	3825	4200
08	4250	3975	3525	3225	3425
09	5275	5100	4775	4225	3875
10	4625	4475	4325	4050	3575
11	3850	3800	3675	3550	3325
12	3300	2925	2900	2800	2700
13	250	250	250	250	250
14	125	125	125	125	125
TOTAL	54850	53325	52450	51850	51650

SUMMARY

K	4450	4600	4775	4975	5200
E	20375	20550	20675	20650	20725
M	12600	11500	10950	11225	11875
H	17050	16300	15675	14625	13475
O	375	375	375	375	375
			-671-	51850	51650

FIVE YEAR ENROLLMENT PROJECTIONS

BY GRADE & BY RACE

NOTE: DIFFERS FROM CHART 13 OF HISTORICAL ENROLLMENT DATA (1/4/84)

5 YEAR ENROLLMENT PROJECTIONS BY GRADE BY RACE

BLACK

	ASSG 3/79	ASSG 4/80	ASSG 4/81	ASSG 4/82	ASSG 4/83	EST 4/84	PROJ 4/85	PROJ 4/86	PROJ 4/87	PROJ 4/88	PROJ 4/89
KI	1101	1132	1093								
KII	1572	1589	1637	2088	1766	1744	1824	1834	1801	1854	1853
1	2421	2158	2127	2134	2709	2345	2316	2406	2412	2373	2450
2	2287	2117	1930	1886	1904	2403	2080	2060	2138	2144	2107
3	2201	2221	2071	1848	1831	1846	2329	2016	1993	2072	2077
4	2229	2139	2146	2029	1793	1780	1794	2264	1962	1937	2014
5	2281	2209	2146	2112	2011	1779	1766	1781	2243	1946	1921
6	2485	2405	2296	2261	2195	2105	1862	1846	1863	2343	2035
7	2736	2498	2456	2288	2259	2207	2116	1873	1850	1870	2354
8	2436	2556	2275	2257	2099	2079	2031	1942	1721	1700	1719
9	2990	2901	3075	3132	2921	2658	2632	2603	2519	2204	2174
10	2564	2549	2419	2439	2546	2404	2188	2151	2118	2060	1806
11	1972	1931	2003	1917	1939	1990	1879	1722	1694	1666	1617
12	1312	1408	1496	1631	1537	1505	1545	1482	1363	1333	1306
T	30587	29813	29170	28022	27510	26845	26364	25980	25677	25503	25434
K	2673	2721	2730	2088	1766	1744	1824	1834	1801	1854	1853
E	11419	10844	10420	10009	10248	10103	10286	10527	10747	10471	10570
M	7657	7459	7027	6806	6553	6391	6010	5661	5435	5914	6108
H	8838	8789	8993	9119	8943	8557	8244	7958	7694	7264	6902
T	30587	29813	29170	28022	27510	26845	26364	25980	25677	25503	25434

5 YEAR ENROLLMENT PROJECTIONS BY GRADE BY RACE

WHITE

	ASSG 3/79	ASSG 4/80	ASSG 4/81	ASSG 4/82	ASSG 4/83	EST 4/84	PROJ 4/85	PROJ 4/86	PROJ 4/87	PROJ 4/88	PROJ 4/89
KI	1747	1676	1598								
KII	2066	1899	1828	2265	1819	1783	1704	1700	1705	1720	1720
1	1523	1352	1200	1053	1235	1095	1073	1008	992	997	1019
2	1527	1302	1187	1033	969	1085	962	948	891	881	880
3	1604	1415	1249	1058	958	897	1005	891	871	824	815
4	1729	1503	1356	1157	1010	904	847	950	840	825	779
5	1744	1609	1438	1281	1063	947	848	796	889	784	772
6	1907	1643	1507	1431	1215	1016	905	813	766	850	751
7	2155	1976	1747	1593	1549	1288	1076	963	865	817	903
8	2182	1992	1849	1606	1527	1448	1203	1008	902	813	765
9	2474	2202	2054	2094	1737	1624	1540	1293	1092	968	872
10	2097	1912	1832	1512	1500	1328	1241	1174	968	820	734
11	1830	1645	1550	1432	1155	1178	1042	975	916	755	642
12	1362	1421	1366	1245	1143	926	945	841	782	735	606
T	25947	23547	21761	18760	16880	15519	14392	13359	12480	11790	11260
K	3813	3575	3426	2265	1819	1783	1704	1700	1705	1720	1720
E	8127	7181	6430	5582	5235	4929	4735	4592	4483	4312	4265
M	6244	5611	5103	4630	4291	3751	3185	2784	2534	2480	2419
H	7763	7180	6802	6283	5535	5056	4768	4283	3758	3279	2855
T	25947	23547	21761	18760	16880	15519	14392	13359	12480	11790	11260

5 YEAR ENROLLMENT PROJECTIONS BY GRADE BY RACE

ORIENTAL

	ASSG 3/79	ASSG 4/80	ASSG 4/81	ASSG 4/82	ASSG 4/83	EST 4/84	PROJ 4/85	PROJ 4/86	PROJ 4/87	PROJ 4/88	PROJ 4/89
KI	139	101	156								
KII	168	170	183	287	212	262	259	268	278	290	303
1	174	206	214	240	321	284	322	333	337	353	366
2	165	193	228	228	267	319	299	330	345	347	365
3	171	183	246	278	286	298	378	344	385	400	404
4	167	164	203	268	282	294	304	387	352	394	410
5	162	184	201	254	301	313	328	339	432	392	439
6	142	175	213	253	254	315	320	340	349	446	404
7	189	172	219	266	268	279	340	349	368	379	484
8	156	201	200	245	254	277	277	345	350	371	381
9	204	216	266	321	334	329	368	364	455	461	490
10	207	249	305	338	341	335	340	375	373	465	472
11	200	258	279	380	306	316	307	313	344	343	427
12	139	185	250	275	324	297	288	289	290	321	319
T	2383	2657	3163	3633	3750	3918	4131	4374	4658	4963	5265
K	307	271	339	287	212	262	259	268	278	290	303
E	839	930	1092	1268	1457	1508	1632	1733	1851	1887	1985
M	487	548	632	764	776	871	938	1033	1067	1196	1269
H	750	908	1100	1314	1305	1277	1303	1341	1463	1591	1708
T	2383	2657	3163	3633	3750	3918	4131	4374	4658	4963	5265

5 YEAR ENROLLMENT PROJECTIONS BY GRADE BY RACE

HISPANIC

	ASSG 3/79	ASSG 4/80	ASSC 4/81	ASSG 4/82	ASSC 4/83	EST 4/84	PROJ 4/85	PROJ 4/86	PROJ 4/87	PROJ 4/88	PROJ 4/89
KI	397	440	468								
KII	588	613	625	844	751	747	731	755	784	817	840
1	932	804	809	829	1042	985	980	951	979	1012	1064
2	769	803	697	671	770	908	859	856	832	866	886
3	709	716	780	682	681	750	885	844	843	821	849
4	656	699	688	730	679	660	727	855	816	821	795
5	698	635	667	671	723	660	642	707	835	797	800
6	635	704	696	738	753	783	715	705	777	916	871
7	631	594	664	655	734	718	747	684	677	749	877
8	567	556	584	599	617	680	666	699	634	631	696
9	644	650	627	663	718	711	784	768	810	738	729
10	467	476	533	490	518	560	555	618	601	634	578
11	364	341	377	397	387	396	428	428	474	463	487
12	221	252	266	322	330	306	313	346	348	382	371
T	8278	8283	8481	8291	8703	8865	9031	9217	9411	9647	9843
K	985	1053	1093	844	751	747	731	755	784	817	840
E	3764	3657	3641	3583	3895	3964	4093	4213	4306	4317	4394
M	1833	1854	1944	1992	2104	2182	2128	2089	2088	2295	2444
H	1696	1719	1803	1872	1953	1973	2079	2160	2233	2217	2164
T	8278	8283	8481	8291	8703	8865	9031	9217	9411	9647	9843

5 YEAR ENROLLMENT PROJECTIONS BY GRADE BY RACE

AMERICAN INDIAN

	ASSG 3/79	ASSG 4/80	ASSG 4/81	ASSG 4/82	ASSG 4/83	EST 4/84	PROJ 4/85	PROJ 4/86	PROJ 4/87	PROJ 4/88	PROJ 4/89
XI	58	15	21								
XII	34	34	21	25	17	15	14	15	15	15	17
1	24	28	23	22	25	26	15	15	17	17	18
2	15	21	23	16	25	25	24	14	14	17	16
3	25	14	17	26	12	28	24	22	14	13	16
4	15	22	13	18	26	17	30	26	25	15	15
5	21	16	23	16	16	29	18	32	28	26	17
6	21	22	18	23	16	24	33	21	37	33	32
7	26	24	23	16	20	23	26	35	22	40	38
8	21	23	21	19	13	19	20	22	30	20	36
9	37	25	22	23	20	18	22	23	26	35	23
10	28	19	20	20	24	21	16	20	22	25	34
11	14	16	18	15	12	15	15	11	14	14	17
12	7	10	14	12	13	9	12	12	9	11	11
T	346	289	277	251	239	269	266	267	271	282	291
K	92	49	42	25	17	15	14	15	15	15	17
E	100	101	99	98	104	125	110	109	97	89	82
M	68	69	62	58	49	66	79	78	89	93	106
H	86	70	74	70	69	63	63	65	70	86	85
T	346	289	277	251	239	269	266	267	271	282	291

5 YEAR ENROLLMENT PROJECTIONS BY GRADE BY RACE

TOTAL

	ASSG 3/79	ASSG 4/80	ASSG 4/81	ASSG 4/82	ASSG 4/83	EST 4/84	PROJ 4/85	PROJ 4/86	PROJ 4/87	PROJ 4/88	PROJ 4/89
KI	3442	3364	3336								
KII	4428	4305	4294	5509	4565	4551	4532	4572	4583	4696	4733
1	5074	4548	4373	4278	5332	4736	4707	4712	4737	4753	4918
2	4763	4436	4065	3834	3935	4740	4224	4208	4220	4255	4255
3	4710	4549	4363	3892	3768	3819	4621	4117	4106	4130	4161
4	4796	4527	4406	4202	3790	3655	3702	4482	3995	3992	4013
5	4906	4653	4475	4334	4114	3728	3603	3654	4426	3946	3949
6	5190	4949	4730	4706	4433	4243	3836	3724	3792	4588	4093
7	5737	5264	5109	4818	4830	4515	4305	3904	3783	3855	4656
8	5362	5328	4929	4726	4510	4503	4198	4016	3638	3535	3597
9	6349	5994	6044	6233	5730	5340	5346	5050	4901	4407	4287
10	5363	5205	5109	4799	4929	4648	4339	4339	4082	4005	3623
11	4380	4191	4227	4141	3799	3895	3671	3449	3443	3242	3191
12	3041	3276	3392	3485	3347	3043	3101	2970	2792	2783	2614
T	67541	64589	62852	58957	57082	55416	54184	53198	52498	52187	52092
K	7870	7669	7630	5509	4565	4551	4532	4572	4583	4696	4733
E	24249	22713	21682	20540	20939	20679	20856	21174	21484	21076	21297
M	16289	15541	14768	14250	13773	13261	12339	11645	11213	11978	12347
H	19133	18666	18772	18658	17805	16925	16458	15808	15218	14437	13715
T	67541	64589	62852	58957	57082	55416	54184	53198	52498	52187	52092

BIRTHS TO BOSTON RESIDENTS

BY NEIGHBORHOOD & BY RACE

1969 - 1982

CTHS TO BOSTON RESIDENTS BY NEIGHBORHOOD BY RACE, 1969-1982

RACE

	BB/AL	B BAY	W END	N END	CHSN	S BOS	S BOS	S END	BOS	N DOR	S DOR	ROBL	JM PL	W ROX	HD PK	OTHER	TOTAL
1969	28	72	0	5	3	27	9	208	917	867	325	18	29	3	15	51	2561
1970	24	72	4	4	1	8	12	185	911	948	488	15	32	4	9	48	2765
1971	21	63	4	2	4	6	9	94	555	774	459	12	30	3	7	46	2088
1972	20	94	5	1	2	7	5	143	842	873	659	21	36	4	16	21	2749
1973	18	85	5	0	2	5	3	118	755	876	598	16	36	1	17	11	2546
1974	30	88	0	0	1	9	6	127	742	854	621	23	36	2	16	1	2556
1975	39	91	3	1	0	5	1	115	770	845	613	37	48	1	28	6	2603
1976	39	72	3	2	0	8	1	129	719	767	814	24	34	0	42	2	2456
1977	29	64	6	1	3	12	1	117	699	771	618	22	42	0	69	3	2449
1978	37	78	1	1	4	8	0	126	765	820	611	29	58	5	82	2	3627
1979	42	75	7	1	4	3	1	119	788	917	644	29	39	0	103	0	2773
1980	52	66	8	1	4	3	0	116	816	910	651	29	50	3	112	1	2822
1981	38	68	4	1	3	3	0	106	748	896	727	25	39	2	118	2	2772
1982	50	66	4	1	2	3	0	109	749	938	731	32	33	2	111	2	2853

THS TO BOSTON RESIDENTS BY NEIGHBORHOOD BY RACE, 1969-1982

ITE

	BB/AL	B BAY	W END	N END	CHSN	S BOS	S BOS	S END	MIS	N DOR	S DOR	ROXL	JM PL	W ROX	RD PK	OTHER	TOTAL
1969	779	284	124	133	212	592	606	273	347	1246	944	558	498	379	561	254	7393
1970	711	285	83	121	235	587	626	237	351	1357	929	584	522	375	544	129	7676
1971	601	198	68	107	221	521	568	168	318	1099	759	500	417	309	477	192	6521
1972	498	172	70	100	207	497	488	190	387	974	699	433	401	269	414	119	5830
1973	479	155	54	84	184	431	436	174	321	916	620	411	335	260	382	29	5271
1974	436	129	60	67	198	401	407	160	275	793	485	368	375	226	437	10	4837
1975	360	140	67	75	201	366	373	146	317	726	503	361	316	248	378	11	4581
1976	378	122	58	54	178	353	401	128	261	654	414	358	331	226	323	8	4247
1977	339	132	55	65	171	333	347	151	240	622	374	363	306	198	346	17	4059
1978	358	137	73	63	145	337	359	132	192	544	339	369	304	201	322	4	3879
1979	365	117	65	61	158	327	378	117	168	465	335	353	285	254	316	1	3757
1980	390	109	69	39	154	358	365	83	118	431	344	402	228	284	351	0	3725
1981	365	121	63	55	154	365	409	57	105	438	363	370	229	270	388	2	3746
1982	420	138	79	42	161	374	420	70	86	470	331	389	206	257	330	1	3774

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ITHS TO BOSTON RESIDENTS BY NEIGHBORHOOD BY RACE, 1969-1982

SPANIC

	BK/AL	B BAY	W END	N END	CHSN	E BOS	S BOS	S END	BOX	N DOR	S DOR	ROSL	JM PL	W ROX	RD PK	OTHER	TOTAL/
1969	0	0	0	0	0	0	0	1	1	5	1	0	1	0	0	1	10
1970	0	1	0	0	0	0	0	1	3	5	0	0	0	0	1	0	11
1971	1	1	0	0	0	1	2	1	2	7	0	0	3	0	1	0	19
1972	1	1	0	0	0	1	0	0	4	1	1	1	2	1	0	0	11
1973	0	1	0	0	0	0	0	1	6	5	2	0	4	0	0	0	19
1974	0	1	1	0	0	0	0	0	10	8	2	0	5	0	0	0	27
1975	4	1	0	1	0	3	0	4	4	6	3	1	3	0	0	1	31
1976	4	1	1	0	0	0	0	10	37	39	6	2	9	0	2	0	111
1977	10	7	1	0	0	3	0	12	42	53	12	3	26	0	1	2	172
1978	14	5	1	0	1	4	1	30	64	91	12	6	39	0	1	0	269
1979	16	7	2	0	1	6	1	52	127	173	28	12	64	1	7	0	497
1980	14	12	1	0	3	6	0	62	215	216	28	14	138	1	10	0	720
1981	18	12	0	0	1	13	1	76	196	232	43	27	155	1	8	0	783
1982	25	19	1	0	0	13	0	55	180	209	32	23	102	3	10	0	672

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RTHS TO BOSTON RESIDENTS BY NEIGHBORHOOD BY RACE, 1969-1982

THER

	BR/AL	B BAY	W END	N END	CHSN	S BOS	S BOS	S END	BOS	N DOR	S DOR	ROSL	JM PL	W ROX	HD PK	OTHER	TOTAL
1969	15	11	0	1	2	3	8	58	20	23	13	3	7	2	2	7	175
1970	18	15	1	1	1	2	6	78	20	25	11	5	5	5	0	3	197
1971	21	23	2	0	1	3	10	86	13	13	12	5	6	3	2	13	213
1972	34	20	1	0	3	3	9	87	12	21	15	5	4	3	5	5	227
1973	31	12	1	0	4	3	9	83	11	21	19	6	6	0	11	1	218
1974	31	8	2	2	6	3	5	90	25	33	15	5	7	7	8	0	247
1975	23	13	2	1	2	3	6	74	14	13	9	8	3	5	4	0	180
1976	32	11	4	1	2	1	3	71	8	18	8	7	3	2	8	0	171
1977	36	5	0	0	0	3	4	78	10	10	6	4	8	1	0	0	165
1978	43	10	4	0	3	3	5	96	15	17	10	8	4	7	7	1	233
1979	47	9	4	0	3	2	2	100	16	11	4	7	6	6	4	0	221
1980	86	24	2	0	2	3	1	98	18	17	9	6	18	4	7	0	287
1981	100	21	2	0	1	5	9	114	28	25	9	15	13	6	3	0	343
1982	124	37	2	0	2	25	2	117	21	43	12	16	9	1	5	1	417

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XTRS TO BOSTON RESIDENTS BY NEIGHBORHOOD BY RACE, 1969-1982

KNOWN

	DR/AL	B BAY	W END	N END	CHSN	E BOS	S BOS	S END	ROX	W ROX	S ROX	ROSL	JM PL	W ROX	ND PK	OTHER	TOTAL
1969	45	40	1	15	9	36	7	24	106	82	39	28	46	9	18	24	529
1970	44	28	10	12	14	31	8	34	124	103	63	27	28	7	15	21	569
1971	35	59	13	3	19	31	29	113	388	487	197	17	55	13	18	34	1431
1972	5	3	2	2	1	9	1	11	24	13	18	7	8	2	2	8	107
1973	8	4	0	1	1	12	4	3	26	18	14	7	4	0	2	0	104
1974	4	3	1	0	1	7	3	5	22	24	24	6	7	2	3	0	112
1975	6	2	1	1	3	1	0	11	15	12	22	2	4	3	3	0	86
1976	9	8	2	2	1	11	1	19	25	23	21	2	8	2	1	0	135
1977	12	7	0	2	1	4	3	14	27	42	22	6	6	3	2	0	151
1978	3	0	1	1	1	5	1	8	19	19	11	1	10	4	10	0	94
1979	11	13	0	1	1	15	3	5	28	35	23	6	8	5	10	0	164
1980	6	3	1	0	0	0	0	7	24	26	20	5	8	3	6	0	117
1981	25	15	5	0	4	10	3	10	82	61	58	21	48	7	20	0	369
1982	34	27	9	4	9	12	12	37	151	106	86	48	77	14	17	1	636

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ATHS TO BOSTON RESIDENTS BY NEIGHBORHOOD BY RACE, 1969-1982

OTAL

	BR/AL	B BAY	W END	N END	CHSN	E DOR	S BOS	S END	ROX	N DOR	S DOR	ROSL	JM PL	W ROX	RD PK	OTHER	TOTAL
1969	867	407	125	154	226	658	638	556	1391	2223	1322	599	573	383	596	337	11057
1970	798	401	98	138	251	628	652	535	1489	2438	1491	631	587	391	869	281	11219
1971	679	344	87	112	245	562	618	463	1[illegible]	2380	1427	534	511	327	585	285	10275
1972	558	290	78	103	213	517	495	431	1189	1841	1392	467	451	279	437	145	8926
1973	536	257	60	85	191	451	452	379	1119	1836	1253	440	385	261	452	41	8158
1974	501	221	72	69	206	428	421	382	1074	1712	1157	402	438	237	464	11	7779
1975	432	247	73	79	206	378	388	350	1128	1602	1150	409	374	249	414	18	7481
1976	462	214	68	59	181	373	406	357	1050	1493	1063	393	385	338	376	18	7128
1977	426	215	62	68	175	355	355	372	1018	1498	1024	398	388	282	418	22	6996
1978	455	230	80	65	154	357	366	392	1055	1491	983	413	415	217	422	7	7102
1979	481	221	78	63	167	353	377	393	1127	1681	1034	407	402	266	449	1	7411
1980	548	214	81	48	163	378	366	366	1191	1600	1052	456	434	295	486	1	7671
1981	546	229	74	56	163	396	422	371	1151	1652	1192	458	484	286	529	4	8013
1982	653	287	95	47	174	427	434	388	1187	1766	1192	508	447	277	473	5	8352

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c.

Boston Public Schools

Schools in Operation - 1990

Long Range Facilities Plan
and Commitment to Long Term
Use of Core Schools

May 1984

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

May 2, 1984

John H. Lawson, Commissioner of Education
Commonwealth of Massachusetts
Department of Education
1238 Hancock Street
Quincy, Massachusetts 02169

Dear Commissioner Lawson:

On April 26, 1984, the Boston School Committee approved the Long Range Facilities Plan which accompanies this correspondence. The plan identifies in its first phase over seventy school facilities which will be in use by Boston Public School students over a long period of time.

The second phase of the Facility Plan will be completed following deliberations, negotiations and decisions on the educational requirements of the Long Range Plan which was forwarded to you in March of this year. Public discussion on this plan will be initiated this month and we hope to move to resolution of the critical issues addressed in the plan over the coming months of this calendar year.

The schools identified in the first phase of the Facility Plan constitute the priorities of the Boston Public Schools for renovation, rehabilitation and construction. We have begun discussions with the School Building Assistance Bureau to pursue reimbursements from the state for projects that qualify for state aid under the statutes. We hope through our Public Facilities Department to file a number of project applications in time to qualify for the additional state aid related to projects that contribute to desegregation.

This is to apprise you of our initiatives and our progress and to ask the continued cooperation and assistance of your office and of your staff to bring needed physical improvements to Boston's school buildings.

Sincerely,

Robert R. Spillane
Superintendent of Schools

RRS:ls

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

May 1, 1984

MEMORANDUM

TO: President and Members, Boston School Committee

FROM: Robert R. Spillane, Superintendent

SUBJECT: Long Range Facilities Plan - Boston Public Schools

Attached are recommended guidelines for development of a Long Range Facilities Plan for the Boston Public Schools. I believe they will enable us to maintain pace in two critical areas at the same time - deliberation and decision on the educational direction of the Boston Public Schools resolving the issues raised in the recent proposals of the Long Range Plan, and action in upgrading and modernizing facilities that require immediate attention.

The six-point plan is, of necessity a generalized approach to facility planning. It is based on the concepts - although not necessarily the specific details - of the recommendations contained in the accompanying memorandum from Senior Officer for Desegregation, John Coakley.

I recommend your approval of these guidelines as I seek to enlist the cooperation and assistance of City and State Department officials to develop and implement a long range plan for Boston school facilities.

mc

Attachments

LONG RANGE FACILITIES PLAN - BOSTON PUBLIC SCHOOLS

1. Facilities Plan and the Long Range Plan

A Facilities Modernization and Utilization Plan for the Boston Public Schools will be completed upon final resolution of the organization and programmatic issues contained in the Long Range Plan of February 13, 1984. However, public review and dialogue are integral to and will precede final decisions on the recommendations proposed in Section IV of the plan "Restructuring of the Boston Public Schools."

2. Commitment to Long Term Use of Basic Core of Facilities

No matter what the final form of the Long Range Plan and the Facilities Modernization and Utilization Plan, there are a number of school buildings that by all rational criteria related to programmatic potential, physical condition of building, proximity to student populations and desegregation equity will continue in use in all conceivable school utilization plans and form the nucleus of Boston's School Facilities Plan. The Boston Public Schools is committed to utilize in the long run the seventy-three (73) schools - twenty-nine (29) secondary, forty-three (43) elementary, and the Humphrey Center - identified in the accompanying memorandum from John Coakley, Senior Officer, Department of Implementation.

3. Determination of Remaining Facilities in the Plan

There are other schools which also, with certainty, will be required in the long term. To identify with certainty their long-term need would be of questionable wisdom until Section IV of the Long Range Plan is agreed upon. However, even though some of these may be subject to closing, the majority of schools in this grouping almost surely will be required. It is not educationally sound, however, to terminate any of those schools prior to the approval of a Long Range Plan because some children might be subject to reassignment in successive years.

4. Priorities for Facility Improvement and Modernization

Priorities for planning and implementation of major facility improvement projects will focus on the facilities specifically identified for certain long-term use (item 2 of this plan).

5. Chapter 515 Projects

Projects presently in planning by the City of Boston, the Boston Public Schools and the Massachusetts Department of Education - specifically, projects affecting Hyde Park High, Boston Technical High, Burke High, Lewenberg and Dearborn Schools - should be advanced with all due speed.

6. Boston Latin Academy

The Boston Latin Academy is an oustanding secondary school. It presently functions in a leased facility that is inadequate for its educational program - a facility that cannot and should not be utilized any longer than is necessary. All attempts to find alternative school facilities have been unsuccessful. Redesignation of an existent secondary facility for Latin Academy's use is not advisable and not recommended. The Boston Public Schools seek approval for development of plans and for construction of a new facility for Boston Latin Academy.

OF BOSTON

March 13, 1984

MEMORANDUM

To: Robert Spillane

From: John Coakley

Subject: Facility Renewal and Utilization

The school system finds that representatives of city and state agencies are reluctant to act on certain requests for facility renewal (e.g., boiler replacements and utilization (e.g., a permanent home for Boston Latin Academy) because there is no comprehensive plan for school facilities, especially at the secondary school level. However, the representatives of the school department have the dilemma of not wishing to produce such a facility plan until the recently-developed Long Range Plan, which should form the basic educational foundation of a facility plan, is refined and approved by the Boston School Committee. In fact, one portion of the Long Range Plan deals with proposed changes in the organization and student assignment patterns of the Boston Public Schools and, consequently, will require review by the Massachusetts Board of Education and the Federal District Court. We should not and cannot provide a facility plan with specificity until we obtain approval of the educational and organizational elements of the Long Range Plan.

Notwithstanding the dilemma, you believe that we must be prepared to make some statements and generalized commitments regarding long-term facility needs. This paper, therefore, offers you an overview of school building requirements for the next two to three decades. First, it provides a minimal listing of schools absolutely needed for educational purposes by the Boston Public Schools. PLEASE NOTE CAREFULLY THAT THE TOTAL CAPACITY OF THE SCHOOLS IN THE MINIMAL LISTING IS LESS THAN THE PRESENT TOTAL ENROLLMENT; THE SCHOOLS SYSTEM COULD NOT SURVIVE IF IT WERE LIMITED TO UTILIZATION OF ONLY THOSE SCHOOLS. Secondly, the paper comments in general terms about the remaining schools and capacity needs of the system. Please also note that this paper does not seek to address regular or unusual maintenance and renewal needs of our schools.

School Building Requirements: 1985-2010

I. - Source Documents, Agencies

A - "The Sargent Report" - May 1962 - Recommendations for a modern school plant for the City of Boston

B - Needed Seats Studies of 1970 and 1972 - Educational Planning Center, B.P.S.

C - Unified Facilities Plan - August 1977 - City, State and School Department Planning Tea

D - Boston School Enrollment Projections - 1977 and 1979 - Harbridg House, I

E - Declining Enrollments in the Massachusetts Public Schools: What it means and what to do - 1978 - Mass. Department of Educat

F - Unified Facilities Plan - October 1979 - Office of Planning and Policy, B.P.S.

G - Unified Facilities Plan - March 1981 - Department of Implementat and Office of Planning a Policy, B.P.S.

H - Space Matrices of the Department of Implementation - 1978 to 19

I - Enrollment Studies of Senior Officer for Desegregation - 1979, 19 1981

J - Annual Enrollment Projections - 1981 to 1984 - Department of Implementation, B

II. - Enrollment Projections

	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Kindergarten	4419	4450	4600	4775	4975	5200
Elementary	20478	20375	20550	20675	20650	20725
Middle	13310	12600	11500	10950	11225	11875
High	17547	17425	16675	16050	15000	13850
Total	55754	54850	53325	52450	51850	51650

Note 1: Although our total enrollment will not level off until approximately 1990, our kindergarten enrollment already is increasing and by 1988 our elementary and middle school enrollments will be on a modest upswing. By 1989 the entering grades at the high school level will begin to show some increase.

Note 2: By 1989 Other Minority students, who presently constitute 24% of the enrollment, will represent nearly 30% of the students in the system. Predictably, bilingual education needs will continue to increase.

Note 3: For four years Special Needs students have constituted 18 to 19 percent of the enrollment. There is no evidence that Special Education programs, which consume school space due to the low teacher-pupil requirements, will diminish in the coming decade.

III. School Capacity

It seems to me that once we moved away from the concept of the one-room schoolhouse we entered upon the never-ending disputations about school capacity. A dozen years ago the Massachusetts Board of Education nearly convinced a State Superior Court that the use of public capacities of the Department of Public Safety was not invalid educationally. (Latin School had a Public Safety capacity of 3000, the Lewenberg had a 1400 capacity and the Burke School had one of 1650.) Six years later the Federal District Court contrived a formula for school capacity for the obvious purpose of trying to force school closings and student reassignments. (Admittedly, some of our own counter-arguments on school capacity were circuitous.) Plain and simple, a school's capacity is its capacity is its capacity. With apprehension, I offer the following:

A

Present Enrollment		Present Capacity*	Utilization Rate
30370	Secondary	36042	84%
25139	Elementary	32936	76%
55509	TOTAL	68978	80%**

*Based on 1983-84 assignable capacities of D.I. Space Matrix
** Actually the non-programmatic utilization rate is 83% and the programmatic rate (i.e., bilingual, special education, etc.) is 71%

B

Projected Enrollment(1988-89)		Present Capacity	Utilization Rate
25725	Secondary	36042	71%
25925	Elementary	32936	79%
51650	TOTAL	68978	75%

C Using the tenor of the Sargent Report of 1962 as my bible and making adjustments for the enormous facility impact of Special Education and Bilingual Education since Sargent's time, I believe in this rule of thumb:

1. An 80% to 90% utilization rate at the elementary level is justifiable but, under no circumstances should the utilization rate exceed 90% on a total-system basis at that level.
2. A 75% to 85% utilization rate at the secondary school level is justifiable and under no circumstances, should it exceed 85% except in those secondary schools which offer only college courses to students.

D At the present time our secondary school ratio is within justifiable limits on average. However, that is likely to change in the next five years, especially if we obtain greater use of the Humphrey Occupational Resource Center (which is not part of this capacity study).

E At the present time our elementary school utilization ratio is low on average. It could improve somewhat in the next five years but not sufficiently to be within justifiable limits.

F The fact that 23% of our students are in space-consuming programs (i.e., extended day kindergarten, vocational education, advanced work, bilingual education, special education) guarantees that we cannot function at or very near 100% capacity.

G The data suggest the need to consolidate our enrollment in fewer schools in the next several years. In making such consolidations we ought to place greatest priority on the following three factors:

1. The long-term value and flexibility of a building, rather than its current enrollment or grade-structure and
2. The enrollment-sources (i.e., the neighborhoods of our students) of our schools. If one were to draw a straight line from the Pauline Shaw School to Madison Park High School a very large percentage of our students would be within one mile of that imaginary line.
3. The need to maintain some public-school access in all major neighborhoods of the city, even if presently the public school enrollment is not evenly distributed across the city.

IV. Minimal Needs of the Boston Public Schools

The following schools, it seems to me, comprise an unarguable core of our facility needs for the next twenty-five years. They provide, however, only 52,689 spaces for our 55509 students. No reader should infer that this listing of 29 secondary schools (with a capacity of 29205), 43 elementary schools (with a capacity of 23,484), and the Humphrey Center should constitute our sole present and/or future needs. Rather, the schools in this listing must be part of any reasonable person's list of required schools -- especially if one accepts the three priority factors listed above in Section III. G. Also remembering the first and third of those three factors -- since the second factor is self-evident -- please note that the suggested retention of a building does not necessarily mean we would plan to use it with its present grade structure or program. We should make use of our best facilities and adapt them to our needs, be they high schools, middle schools, elementary schools or alternative educational centers. For example, in my own opinion there must be a South Boston High School but I am not at all convinced that in the year 2010 the current building, first constructed in 1901, still should be in use. In a somewhat related matter, we must be prepared to consolidate some of our central secondary school facilities which are outside the present or potential population centers of the city when our high school enrollment begins its almost certain decline. However, my opinion on facilities should not be construed as an argument for terminating the International Program or the Work-Study Program -- far from it -- but it does suggest we must leave some facility decisions open at this time.

Planning Area	Secondary	Elementary
East Boston	East Boston High	Bradley
	Umana	P. Kennedy
		O'Donnell

Planning Area	Secondary	Elementary
Charlestown	Charlestown High	Kent Warren-Prescott
South Boston	Gavin	Condon Tynan
Central, Back Bay South End	Mackey	Blackstone Hurley Quincy
Fenway, Kenmore, Mission	Boston Latin School Boston Latin Academy English	Tobin
Allston, Brighton	Brighton High Edison	Gardner Garfield Hamilton Jackson-Mann
Jamaica Plain	Jamaica Plain High Mary Curley	Agassiz John Kennedy J. Curley Hennigan Mendell
Roxbury	ORC Madison Dearborn King Wheatley Technical Timilty	Ellis Trotter Hale
Dorchester	Burke High Dorchester High Cleveland Wilson McCormack	Fifield S. Greenwood Holland Marshall Mather Murphy Dever Russell
Mattapan	Lewenberg	Lee Mattahunt Pauline Shaw Taylor
Roslindale	Irving	Sumner Haley Bates
West Roxbury	West Roxbury High R. G. Shaw	Ohrenberger
Hyde Park	Hyde Park High Rogers	Chittick E. Greenwood F. Roosevelt

d.

Boston Public Schools
Capacities of Each Schools and
Chronological Listing of Schools

May 1984

CAPACITIES
BOSTON PUBLIC SCHOOLS
SCHOOL CODE LIST BY DISTRICTS
1983-1984

DISTRICT I

		E	M	H
1040	BRIGHTON HIGH			1195
2130	EDISON MIDDLE		664	
2170	TAFT MIDDLE		635	
4221	BALDWIN ELEM	331		
4571	FARRAGUT ELEM	284		
4160	GARDNER ELEM	512		
4170	GARFIELD ELEM	371		
4220	HAMILTON ELEM	341		
4570	TOBIN ELEM	611		
4173	WINSHIP ELEM	443		
	TOTAL	2893	1299	1195

DISTRICT II

1110	JAMAICA PLAIN HIGH			1166
2070	M. CURLEY MIDDLE		729	
2060	LEWIS MIDDLE		765	
2240	T. ROOSEVELT MIDDLE		345	
4010	AGASSIZ ELEM	782		
4240	ELLIS ELEM	489		
4371	FULLER ELEM	284		
4241	HIGGINSON ELEM	192		
4270	J. KENNEDY ELEM	494		
4310	LONGFELLOW ELEM	294		
4311	MANNING ELEM	191		
4370	MENDELL ELEM	273		
44301	PARKMAN ELEM	242		
	TOTAL	3251	1439	1166

DISTRICT III

1250	WEST ROXBURY HIGH			1390
2140	IRVING MIDDLE		739	
2120	LOWENBERG MIDDLE		499	
2110	R. SHAW MIDDLE		432	
4081	BATES ELEM	270		
4030	BEETHOVEN ELEM	266		
4031	KILMER ELEM	244		
4290	LEE ELEM	774		
4331	LYNDON ELEM	304		
4690	MATTAHUNT ELEM	824		
4082	MOZART ELEM	180		
4561	PETERSHICK ELEM	155		
4560	SUMNER ELEM	512		
		3429	1666	1390

DISTRICT IV

1100	HYDE PARK HIGH			
2940	ROGERS MIDDLE		606	
2200	THOMPSON MIDDLE		560	
4201	CLEARING ELEM	334		
4070	CHITTICK ELEM	434		
4080	CONLEY ELEM	256		
4190	E. GREENWOOD ELEM	420		
4200	GREW ELEM	269		
4202	HEMENWAY ELEM	180		
4192	F. ROOSEVELT ELEM	254		
4670	P. A. SHAW ELEM	409		
4151	TAYLOR ELEM	582		
		3138	1166	1

DISTRICT V

1120	BURKE HIGH			8
1060	DORCHESTER HIGH			1
2030	CLEVELAND MIDDLE		1177	
2080	HOLMES MIDDLE		471	
2180	WILSON MIDDLE		982	
4051	DICKERMAN ELEM	325		
4131	ENDICOTT ELEM	232		
4140	EVERETT ELEM	310		
4150	FIELDS ELEM	388		
4130	S. GREENWOOD ELEM	549		
4250	HOLLAND ELEM	919		
4390	KENNY ELEM	232		
4340	MARSHALL ELEM	995		
4350	MATHER ELEM	677		
4400	MURPHY ELEM	965		
4391	O'HEARN ELEM	294		
4530	STONE ELEM	284		
		6089	2530	

DISTRICT VI

1160	SOUTH BOSTON HIGH			
2260	DEARBORN MIDDLE		476	
2090	GAVIN MIDDLE		780	
2190	MCCORMACK MIDDLE		743	
4531	CLAP ELEM	286		
4630	CONDON ELEM	1000		
4100	DEVER ELEM	588		
4120	EMERSON ELEM	284		
4121	MASON ELEM	180		
4022	PERKINS ELEM	243		
4592	PERRY ELEM	214		
4530	RUSSELL ELEM	435		
4590	TYLER ELEM	413		
4092	WINTHROP ELEM	283		
		3906	1999	

DISTRICT VII

1050	CHARLESTOWN HIGH			1090
2010	EDWARDS MIDDLE		571	
2230	M. CERVANTES MIDDLE		318	
2040	TWOMEY MIDDLE		573	
4640	BLACKSTONE ELEM	951		
4381	ELIOT ELEM	328		
4260	EDSLEY ELEM	435		
4280	KENT ELEM	615		
4650	QUINCY ELEM	742		
4283	WARREN PRESCOTT ELEM	949		
		3520	1462	1090

DISTRICT VIII

1070	EAST BOSTON HIGH			1280
2050	BARNES MIDDLE		734	
2280	CERVANTES MIDDLE		218	
4361	ADAMS ELEM	278		
4321	ALIGHIERI ELEM	180		
4062	BRADLEY ELEM	281		
4040	CURTIS ELEM	-		
4541	P. KENNEDY ELEM	284		
4563	O'DONNELL ELEM	284		
4322	OTIS ELEM	396		
		1703	952	1220

DISTRICT II

1190	BOSTON HIGH			934
1020	BOSTON LATIN ACADEMY	-		-
1010	BOSTON LATIN SCHOOL	850		1250
1030	BOSTON TECHNICAL HIGH			1560
1200	COPLEY SQUARE HIGH			552
1080	BOSTON ENGLISH HIGH			2026
1210	MADISON PARK HIGH			215
1240	ROXBURY TECHNICAL SCHOOL	400		62
2100	KING MIDDLE		789	
2270	MACKEY MIDDLE		509	
2980	McCORMACK MIDDLE		752	
4261	CARTER SCHOOL	Sp +		
4271	J. CURLEY ELEM	310		
4061	GUILD ELEM	298		
4113	HALE ELEM	233		
4210	HALEY ELEM	310		
4230	HENRICAS ELEM	659		
4053	HERSANDEZ ELEM	202		
4610	HORACE MANN SCHOOL	Sp +		
4620	JACKSON-MANN ELEM	450		
4360	MCKAY ELEM	652		
1290	MCKINLEY SCHOOL	Sp +		
4410	OBERSBERGER ELEM	548		
1280	TILESTON SCHOOL	Sp +		
4580	TROTTER ELEM	648		
4980	BOSTON BUSINESS			
		4510	2900	91

Sp + = Special needs

BOSTON PUBLIC SCHOOLS

- 1983 - 1984

I. FACILITIES

A. Schools by District/by Level (127)

DISTRICT I

HIGH SCHOOLS (17)	MIDDLE SCHOOLS (24)	ELEMENTARY SCHOOLS (7
Brighton 1930/60/52	Edison 1932	Baldwin 1926/30
	Taft 1895/1915/1939	Farragut 1904
		Gardner 1906/1924
		Garfield 1925/1964
		Hamilton 1924/26/3
		Tobin 1959
		Winship 1901/1927

DISTRICT II

HIGH SCHOOL	MIDDLE SCHOOLS	ELEMENTARY SCHOOLS
Jamaica Plain 1979	Curley, M. 1931	Ellis 1932/59
	Lewis 1912/26	Fuller 1892
	Roosevelt,T.1923/24/41	Higginson 1922
		Kennedy, J.F.1967
		Longfellow 1897/1909
		Manning 1941/1962
		Mendell 1904
		Parkman 1899/04/08/

DISTRICT III

HIGH SCHOOL	MIDDLE SCHOOLS	ELEMENTARY SCHOOLS
West Roxbury 1976	Irving 1936	Bates, P. 1929
	Levenberg 1930/57	Beethoven 1925/31/6
	Shaw, R. G. 1919/27/33 36/39	Kilmer 1935/38
		Lee 1971
		Lyndon 1928
		Mattahunt 1977
		Mozart 1932
		Philbrick 1913
		Sumner 1931/

DISTRICT IV

HIGH SCHOOL	MIDDLE SCHOOLS	ELEMENTARY SCHOOLS
Hyde Park 1929/1964	Rogers 1902/20/34	Channing 1928/193
	Thompson 1922/1925	Chittick 1931/195
		Conley 1932
		Greenwood,E.1957/196
		Grew 1958/196
		Hemenway 1952
		Shaw, P. 1919/192
		Taylor 1931/
		Roosevelt,F.1957

DISTRICT V

HIGH SCHOOL

Burke, J.	1934
Dorchester	1925/58/69

MIDDLE SCHOOLS

Cleveland	1925/28/72
Holmes	1905
Wilson	1932

ELEMENTARY SCHOOLS

Dickerman	1915
Endicott	1906
Everett	1909
Fifield	1918
Greenwood, S.	1919
Holland	1972
Kenney	1925/1930
Marshall	1971
Mather	1905
Murphy	1973
O'Hearn	1957
Stone	1937

DISTRICT VI

HIGH SCHOOL

South Boston	1901/26/37/40

MIDDLE SCHOOLS

Dearborn	1913/39
Gavin	1936
McCormack	1967

ELEMENTARY SCHOOLS

Clap	1896
Condon	1975/77
Dever	1957
Emerson	1924
Mason, S.	1905
Perkins	1926/52
Perry	1904
Russell	1903
Tynan	1972
Winthrop	1911

DISTRICT VII

HIGH SCHOOL

Charlestown	1979

MIDDLE SCHOOLS

Edwards	1932
Michelangelo	1919/21/30
Timilty	1937

ELEMENTARY SCHOOLS

Blackstone	1975
Eliot	1932
Hurley	1961
Harvard-Kent	1972
Quincy	1976
Warren-Prescott	1963

DISTRICT VIII

HIGH SCHOOL

East Boston	1926/40

MIDDLE SCHOOLS

Barnes	1901/35
Cheverus	1909

ELEMENTARY SCHOOLS

Adams	1910/13
Alighieri	1924
Bradley	1958
Kennedy, P.	1933
O'Donnell	1932
Otis	1905/17

DISTRICT II

HIGH SCHOOLS

Boston High	1911
Boston Latin Academy	Leased
Boston Latin	1922/33
Boston Technical	1926/29/60
Copley Square	1970
English	1973
Madison Park	1977
Mario Umana	1976

MIDDLE SCHOOLS

King, M.L.	1937
Mackey	1958
Wheatley	1929

ELEMENTARY SCHOOLS

Curley, J.	1970
Guild	1921/55
Haley	1971
Hennigan	1971/72
Hernandez	1971
Jackson/Mann	1975
McKay	1926
Ohrenberger	1972
Trotter	1969
Hale	1909

OTHER SECONDARY PROGRAMS (2)

ACC (Faneuil)	1910
HORC	1980

SPECIAL NEEDS CENTERS (4)

McKinley	1923
Milmore	1929
Tileston	1911
Carter	1971

POST GRADUATE

Boston Business	1971
Adult Basic Education	(leased space)

I.B. BUILDINGS IN USE FOR ADMINISTRATIVE PURPOSES

1. Boston School Dept. and School Committee Offices
2. District I office (former Lyon School)
3. District III office and program administration (former Barron School)
4. District V office (former Leen School)
5. Campbell Resource Center Distribution and Meeting Center/ and District VI office

C. CENTRAL KITCHEN

Columbia Road - Dorchester

D. TRANSPORTATION FACILITIES for Approximately 485 Vehicles

(Buses 200, half buses 70, mini buses 100, vans 115) that are parked and maintained at 3 sites owned or leased by the transportation contractor:

820 Cummins Highway - Mattapan
57 Sprague Street - Readville
West Howell - Dorchester

E. ATHLETIC FIELDS

Madison Park High	Jamaica Plain High
West Roxbury High	White Stadium
Charlestown High	

BOSTON PUBLIC SCHOOLS

1983 - 1984

II. Chronological Listing of School Buildings

CHRONOLOGICAL RANK	DATE	SCHOOL	DISTRICT
1	1892	Margaret Fuller	2
2	1895/1915/1939	William H. Taft Middle	1
3	1896	Roger Clap	6
4	1897/1909	Longfellow	2
5	1899/1904/'08/'32	Francis Parkman	1
6	1901/1927	Winship	8
7	1901/1935	Joseph H. Barnes Middle	6
8	1901/1926/'37/'40	South Boston High School	4
9	1902/1920/1934	William B. Rogers Middle	6
10	1903	William E. Russell	6
11	1904	Oliver H. Perry	2
12	1904	Ellis Mendell	1
13	1904	Farragut	8
14	1905/1917	James Otis	5
15	1905	Oliver W. Holmes Middle	5
16	1905	Mather	6
17	1905	Samuel W. Mason	1
18	1906/1924	Thomas Gardner	5
19	1906	William E. Endicott	5
20	1909	Edward Everett	8
21	1909	John Cheverus Middle	9
22	1909	Nathan Hale	9
23	1910	Peter Faneuil (A.C.C.)	8
24	1910/1913	Samuel Adams	9
25	1911	Boston High	sp.
26	1911/1914	Edmund P. Tileston	6
27	1911	John Winthrop	2
28	1912/1926	Lewis Middle School	3
29	1913	John D. Philbrick	6
30	1913/1939	Dearborn Middle	5
31	1915	Quincy E. Dickerman	5
32	1918	Emily A. Fifield	4
33	1919/1920	Pauline Agassiz Shaw	5
34	1919	Sarah Greenwood	7
35	1919/1921/1930	Michelangelo Middle School	3
36	1919/1927/1933/1936/1939	Robert Gould Shaw Middle School	9
37	1921/1956	Curtis Guild	4
38	1922/1925	Frank V. Thompson Middle School	9
39	1922/1933	Boston Latin School	2
40	1922	Henry L. Higginson	sp.
41	1923	William McKinley	2
42	1923/1924/1941	Theo. Roosevelt Middle School	6
43	1924	Ralph Waldo Emerson	1
44	1924/1926/1930	Alexander Hamilton	8
45	1924	Dante Alighieri	5
46	1925/1958/1969	Dorchester High School	1
47	1925/1964	James A. Garfield	

CHRONOLOGICAL RANK	DATE	SCHOOL	DISTRICT
48	1925/1928/1972	Grover Cleveland Middle School	5
49	1925/1931/1963	Beethoven	3
50	1926/1930	Harriet A. Baldwin	1
51	1926/1930	Thomas J. Kenny	5
52	1926	Donald McKay	9
53	1926/1940	East Boston High School	8
54	1926/1929/1960	Boston Technical High School	9
55	1926/1952	Michael J. Perkins	6
56	1928	Patrick F. Lyndon	3
57	1928/1931	William Ellery Channing	4
58	1929	Phillis Wheatley Middle	9
59	1929/1964	Hyde Park High School	4
60	1929	Martin Milmore (McKinley)	sp.
61	1929	Phineas Bates	3
62	1930/1957	Solomon Lewenberg Middle	3
63	1930/1940/1952	Brighton High School	1
64	1931/1957	James J. Chittick	4
65	1931/1937/1965	Charles Sumner	3
66	1931/1966	Charles H. Taylor	4
67	1931	Mary E. Curley Middle	2
68	1932	Clarence R. Edwards Middle	7
69	1932/1959	David A. Ellis	2
70	1932	Eliot	7
71	1932	George E. Conley	4
72	1932	Mozart	3
73	1932	Thomas A. Edison Middle	1
74	1932	Woodrow Wilson Middle	5
75	1932	Hugh Roe O'Donnell	8
76	1933	Patrick J. Kennedy	8
77	1934	Jeremiah E. Burke High	5
78	1935/1938	Joyce Kilmer	3
79	1936	Patrick F. Gavin Middle	6
80	1936	Washington Irving Middle	3
81	1937	Lucy Stone	5
82	1937	James P. Timilty Middle	7
83	1937	Martin Luther King Middle	9
84	1941/1962	Joseph P. Manning	2
85	1952	Hemenway	4
86	1957	Paul A. Dever	7
87	1957	Franklin D. Roosevelt	4
88	1957	Patrick O'Hearn	5
89	1957/1963	Elihu Greenwood	4
90	1958	Charles E. Mackey Middle	9
91	1958/1963	Henry Grew	4
92	1958	Manassah E. Bradley	8
93	1959	Maurice J. Tobin	1
94	1961	Joseph J. Hurley	7
95	1963	Warren-Prescott	7
96	1964	John F. Kennedy	2
97	1967	John W. McCormack Middle	6
98	1969	William Monroe Trotter	9
99	1970	James M. Curley	9

CHRONOLOGICAL RANK	DATE	SCHOOL	DISTRICT
100	1970*	Copley Square High School	9
101	1971*	Rafael Hernandez	9
102	1971*	Dennis C. Haley	9
103	1971*	Boston Business School	9
104	1971/1972	James Hennigan	5
105	1971	John Marshall	3
106	1971	Joseph Lee	sp.
107	1971	Carter School	7
108	1972	Harvard/Kent	2
109	1972	Agassiz	5
110	1972	John P. Holland	9
111	1972	William H. Ohrenberger	6
112	1972	Joseph P. Tynan	5
113	1973	Richard J. Murphy	9
114	1973	English High School	6
115	1975/1977	James F. Condon	7
116	1975	Blackstone Square	9
117	1975	Jackson/Mann School	7
118	1976	Josiah Quincy School	9
119	1976	Mario Umana School (Gr. 7-12)	3
120	1976	West Roxbury High School	9
121	1977	Madison Park High School	3
122	1977	Mattahunt	2
123	1978	Charlestown High	7
124	1979	Jamaica Plain High	
125	1980	Humphrey Occupational Resource Center	9
		Boston Latin Academy	9
126	(Leased facility)	Adult Basic Education	
127	(Leased facility)		

* Date of Occupancy, Renovated non-school building

III. Boston Public School Buildings Closed Since 1975

DISTRICT	HIGH SCHOOLS	MIDDLE SCHOOLS	ELEMENTARY SCHOOLS
1		Mead (leased)	Allen Barrett Bulfinch Jefferson Oak Square Storrow
2	Jamaica Plain High (old)		Abrahams Bowditch Garrison Howe Parker Seaver Williams Wyman
3	Roslindale High		Audubon Cannon Mason, L. Morris Paine Ripley
4			Baker, M. Bradford Bradford Annex Fairmount Logue Wolcott
5	Dorchester High School Annex (Whittier)	Champlain	Brooks Cushing Gibson Motley Richards Rochambeau, Stuart
6	South Boston High Annex ("L" St.)	Dearborn	Andrew Baker, S. Bigelow Burnham Dean Hart Hawthorne Hoar Fenwick O'Reilly Tuckerman

DISTRICT	HIGH SCHOOLS	MIDDLE SCHOOLS	ELEMENTARY SCHOOLS
7	Charlestown High (old) Charlestown High Annex (Spencer Bldg.)		Bacon Bancroft Bates, J. Bunker Hill Dillaway Dudley Holden Palmer Perkins, C. Prince Quincy (old)
8			Chapman Lyman Sheridan
9	Boston Trade High Boston Latin Academy		
	(8)	(3)	(58)

SAFETY AND SECURITY

78

SAFETY AND SECURITY

OBJECTIVE 1

To review monthly reports on school incidents with special attention to those perceived as racial in nature.

QUESTIONS:

Several schools were identified in Report No. 1 as having sporadic but serious racial violence (Charlestown and Hyde Park) and others for high incidence of violence (English, Hyde Park, Brighton, Thompson). After a year of monitoring has this situation changed, and have other schools surfaced in need of safety and security improvements? What steps is Boston taking to identify causes for safety and security problems and provide solutions? What steps is Boston taking to develop and implement a citywide plan for improving safety and security. How are the increasing reports of weapons being dealt with by Boston?

METHOD:

Monitors visited South Boston High, English High, Charlestown High, Jamaica Plain, Boston Technical High, McKinley, Cleveland Middle, Lewenberg Middle, Mary Curley Middle, King Middle, The Log School, Edwards Middle, the Gavin Middle and McKay Elementary. Monitors talked with headmasters, teachers and other staff, parents, and students. Monitors also talked with Deputy Superintendent Peterkin, Chief of Safety Services, Christolini, and the Chief Investigator for the Safety Department, Sisco. In addition, School Incident Reports for November 1983 through March 1984 were reviewed. The Report of the Safe Schools Commission was reviewed, as was Deputy Superintendent Peterkin's response to that report.

FINDINGS

As reported in Report No.2, most of the schools originally identified (in Report No.1) as having problems with violence in general and, more specifically, racial violence have taken some steps to

improve those situations, especially English and Charlestown High Schools. Other schools identified had made some, less aggressive, efforts to improve safety.
While the school incidents reported in Report No.3 cover a longer period of time than those covered in Report No.1, the pro-rated numbers of incidents included in this review (Nov. 1983 - March 1984) compared to Report No.1 (Jan. 1983 - April 1983) would indicate an overall decline in reported incidents.

Jan. - April 1983 (4 mos.)	Nov. 1983 - March 1984 (5 mos.)
Racial = 34 (4.7%)	Racial = 64 (8.1%)
ARA Bus Related = 50 (7.9%)	ARA Bus Related = 37 (4.8%)
Total = 718 (100%)	Total = 774 (100%)
(4/5 of 774 = 619)	

The percentage of reported racial incidents has increased (although it is still relatively low) while reported ARA bus incidents have declined (see section on School Bus Safety, pp._____).

Safety and Security Plan

In responding to the Report on the Safe School Commission, Deputy Superintendent Peterkin has developed a "blueprint" still in a formative stage (see appendix __ pp.___) for improving safety and security throughout the system. Included in this "blueprint" are:

- shortening and simplifying the Code of Discipline;

- expansion of alternatives to suspensions, particularly alternative programs and schools (see section on Alternative Programs, pp.___);

- a school discipline/school climate team, trained in Schools-Without-Failure (Reality Therapy) strategies, to work with administrators and staff of targeted schools in improving school climate, reducing student suspensions, and providing greater safety within those buildings;

- the development of "Oversight Committees" in each district and at the Central Office with administrative, student parent (CPC and SPC) and human service agency representation. These

groups would "examine controversial disciplinary matters and (to) review consistent application of current rules." These groups would be empowered to request changes in specific disciplinary decisions of appropriate school officials, as needed;

- establishment of an improved standardized record-keeping system incorporating reports on discipline, suspensions, repeat suspensions, attendance, etc.;

-a strengthened policy on weapons which (1) spells out which are considered "dangerous" weapons, (2) provides for automatic recommendation for expulsion for students using deadly weapons (guns, knives) in a threatening manner and (3) mandates long-term suspensions for students caught with weapons once and possible expulsion for repeat offenders;

- updated security plans for each school, orchestrated by Community Superintendents, Headmasters and the Department of Safety Services;

- the return of bus monitors to certain problem-ridden runs (see section of School Bus Safety, pp.___) and reinforced procedures and rules to be followed for students, drivers, and school staff;

- more sensitive coverage by the media of safety and security issues affecting Boston Public Schools;

It is important that Boston begin to finalize its security plans and provide adequate funding for their implementation. Monitors will carefully follow the development of these tentative plans and their implementation.

Core Safety and Security Concerns

After a year of monitoring it is apparent from on-site visits that most high schools and middle schools share the same core of safety and security concerns. Many of these concerns are related to the disruptive and maladaptive behaviors of certain students and the negative influence of community and neighborhood problems and disputes on school climate. Low parent

and family participation in resolving specific problems continues to frustrate school administrators, except in rare instances where constant and unusually diligent efforts on the part of staff to contact and involve parents have paid off in improved parental responses.

WEAPONS:

Weapons possession and use constitutes 30% of the incidents reviewed for this report. This represents a slight increase (4%) over Report No.2. Again, most of the reported incidents involve only the possession of weapons, and some of these weapons are studded wrist bracelets and belts as well an an assortment of knives, "nunchucks", sticks and projectiles. Very few guns are found, and more rarely are they used in connection with other offenses. Deputy Superintendent Peterkins draft plan proposes a stronger policy on both the repeated possession of weapons and their use in the commission of other offenses.

Incidents by School

English High (160 incidents) remains the most troubled school in the system, and the implementation of plans for its reorganization into 4 alternative programs is sorely needed. Hyde Park High (67 incidents), Brighton High (44 incidents), and the HHORC (41 incidents), although well behind English High in numbers of school incidents, should be among the targeted high schools for city-wide efforts for improving safety and security. Among the middle schools the Cleveland (50 incidents) needs much of the same extra attention. Both the Mary Curley Middle (32 incidents) and the Edwards Middle (25 incidents) have begun to implement some changes in their approaches to safety and discipline, although their number of reported incidents remains relatively high among middle schools. The staff of the Edwards, the Gavin, and the Mary Curley, report great improvements in safety and discipline as a result of changes in administrative personnel and more rigorous support of safety procedures and discipline policies. Similarly, improvements have been reported at the Thompson Middle School.

South Boston High (20 incidents) continues to operate in the same effective manner as was reported previously. Long-overdue improvements in the school facility and in building maintenance have enhanced the school climate.

Racial Violence

As was stated before, the number and percentage of racial incidents has increased (64 for Nov. 83 - March 84). More than half (34) are listed as assaults. Some of these are verbal assaults (racial slurs), but many are the kinds of physical assaults described by the Safe Schools Commission Report as a part of a pattern of "victimization" of students (usually White and Asian) which occurs in some schools. The bulk of the remaining racial incidents are fights and harassment (23 incidents). Some schools are reporting racial incidents between Blacks and Hispanics, or Asians as much or more than among Whites and Blacks (Brighton, Mary Curley, Jamaica Plain, Rogers, Edwards) and some report racial incidents between Whites and Hispanics or Asians with almost equal frequency (South Boston, Umana). However, the majority of racial incidents are still occurring between Blacks and Whites. Whatever plan is finally approved for the improvement of safety should include strategies for reducing the victimization of students for racial reasons and other forms of racial harassment. It is clear that the goals of desegregation can not be reached in schools in which students are afraid they will be the targets of assaults and harassment primarily because of their race.

COMMENDATIONS:

Boston should be commended for beginning to plan for the improvement of safety and security through Deputy Superintendents' response to the Safe Schools Commission Report.

RECOMMENDATIONS:

The response to the Safe Schools Commission Report is the blueprint of a citywide safety improvement plan. It needs to be fleshed out and more specific in many respects, and it needs the official support and approval of the School Committee, both in content and in the funds needed to make it work. While many

schools throughout the system would benefit from improvements in citywide safety and discipline policies and procedures, certain schools such as English High, Hyde Park High, HHORC, Brighton High and the Cleveland Middle should be targeted first.

OBJECTIVE 1

QUESTIONS:

In Report No. 2 monitors reported that Boston had done little to remedy safety and security problems on school buses. It was also reported that, according to a Safe Schools Commission survey, school buses are seen by students as being among the least safe places in their school environment. What steps is Boston taking to resolve safety problems on school buses, and to provide a more secure environment for students?

METHOD:

Monitors discussed school bus safety with Deputy Superintendent Peterkin, and reviewed the following reports: Safe Schools Commission Report, City-wide Parents Council (CPC) Report and Recommendations on School Bus Monitors for 1984-85, Deputy Superintendent Peterkins March 6, 1984 Bus Safety Proposal and a February 21, 1984 letter from Deputy Superintendent Peterkin on school bus safety. Monitors also listened to verbal arguments by the CPC for the placement of bus monitors at a Boston School Committee meeting.

FINDINGS:

In response to the Safe Schools Commission Report and increased pressure from the Citywide Parents Council, Deputy Superintendent Peterkin and his staff have developed specific plans for the improvement of safety and security on school buses. These plans are still, in part, in a formative state, and have not yet been officially approved by the School Committee; nor has the question of how much money to budget for some of these improvements been resolved.

The basic elements of this plan are: (see appendices PP)

(1) increased and improved dissemination of specific school rules pertaining to bus safety to bus drivers and students;

(2) improved training for bus drivers in the handling of various safety problems on school buses, including reporting responsibilities, circumstances for denial of boarding for disruptive students, emergency procedures, etc.;

(3) increased responsibilities for principals/headmasters for bus safety;

(4) changes in the Code of Discipline to clearly specify procedures for removing unruly students from school bus services (temporarily or permanently), especially high school runs;

(5) the placement of bus monitors on some elementary and middle school runs that have been problem-ridden. Community Superintendents or Principals would be provided with a fund from which to pay for monitors as needed for troubled runs within their districts of schools. Great efforts would be made to hire monitors from among existing school staff to insure (a) familiarity with students, (b) efficient reporting of incidents and (c) appropriate disciplinary actions.

While it is clear that Boston is now committed to making changes in the handling of school bus safety, there are many unanswered questions about the specifics of a plan to be implemented. The City-wide Parents Council is not satisfied with the plan presented by Deputy Superintendent Peterkin, and has itself proposed that monitors be placed on <u>all</u> school bus runs throughout the city for 1984-85, at a cost considerably above that contained in the Deputy Superintendent's proposal. The CPC proposal also calls for the development of a Task Force to develop procedures for handling of bus safety, including the reduction of bus monitors as they prove unnecessary on certain runs, procedures for hiring and training bus monitors, and other specific bus safety procedures. The CPC bases its recommendations in part on surveys administered to parents and students on safety conditions on school buses. 63% of parents and students surveyed claim to have witnessed some misbehavior, and 93% favor the placement of bus monitors on buses to alleviate misbehavior. The CPC has previously pointed out the prevention of costly vandalism which monitors may provide.

COMMENDATIONS:

Boston is to be commended for beginning to develop specific proposals for the improvement of school bus safety.

RECOMMENDATIONS:

It is the opinion of monitors that the placement of monitors on all school bus runs, especially high school runs, is unnecessary. However Boston must clarify its plans for the placement of monitors and other bus safety improvements by:

(1) Developing a more specific plan for the hiring and placement of bus monitors for troubled bus runs, along with an adequate, approved budget for meeting these additional costs;

(2) developing a more specific safety plan for problem-ridden high school bus runs, which includes some monitoring of troubled runs by Safety Services Staff, procedures to eliminate disruptive students from school bus services (permanently or temporarily), and increased responsibilities on the part of building administrators for overseeing bus safety and appropriately responding to bus driver reports of disciplinary infractions.

(3) developing an improved reporting process for school bus incidents, which incorporates school incident reports, ARA reports, and Office of Transportation reports - into <u>one</u> report. As it stands, school incident reports do not reliably reflect the degree of problems occurring on school buses throughout the city.

OBJECTIVE 1

QUESTIONS:

Report No. 2 described strategies being used by Boston to develop and expand alternative educational programs to better serve the needs of some disruptive and non-achieving students. Some of the newer programs employ mastery learning approaches (Fenway School, Boston Prep and New Horizons), and some employ other learning strategies designed to improve attendance and

successful learning outcomes. Monitors also reported that most of these alternatives were reluctant to accept hard-core, habitually offending students, leaving Chapter 766 placement schools such as the Tileston and McKinley the only options for such students. What further steps are being taken to develop and expand alternative programs to serve the needs of disruptive and non-achieving students? How is the McKinley serving the needs of disruptive students with multiple problems evaluated under Chapter 766.

METHOD:

Monitors met with Deputy Superintendent Peterkin and held conversations with alternative programs development director, Sid Smith, concerning alternative program development and expansion. Monitors visited New Horizons, (King Middle), the Log School, and the McKinley School. The progress of the Fenway School and plans for its expansion have been reviewed in reports submitted to the Boston School Committee. (Fenway School and Boston Prep were visited in the fall 1983).

FINDINGS:

Part of the philosophy operating behind central office development of alternative education programs and schools was described in Report No. 2, and included (1) smaller, more responsive learning environments, (2) greater accountability (through frequent testing, and other feedback) for skills and information to be learned, (3) increased counseling services built into several components of each program and (4) experiential learning opportunities. In addition, program planners are committed to creating a balance of students in each program - that is, they are against the creation of programs and schools which only serve disruptive, problem-matic students. They have likened these "imbalanced" programs and schools (which have existed in Boston in the past) to "dumping grounds" which are more like prisons or criminal training grounds than schools. They stress the importance of students, especially disruptive and troubled students, having positive peer models in their school environment. For this reason, alternative education program administrators are reluctant to overload their programs (or schools) with multiple-problem students. On the other hand, the

headmasters of several schools have complained that Boston Prep has not accepted the number of disruptive students for which they were promised slots. There is clearly a strong need expressed by many high school and middle school headmasters for more alternative programs and schools to deal with multiple-problem students who may not qualify for a McKinley or Tileston 766 placement but who are not benefitting from the present structure of comprehensive middle or high schools.

Deputy Superintendent Peterkin's response to this expressed need is, in part, contained in his plan for the expansion of alternative education during the 1984-85 school year. Among the components of this plan are:

1. the creation of 4 alternative programs at English High;

    a. The Fenway School (mastery learning) will expand from 120 students to between 180 and 200 students.

    b. a ninth grade component utilizing a mastery learning approach.

    c. a magnet Arts component

    d. a traditional high school component to serve all 10-12 grade students desiring a traditional high school education (English High students already in grades 10 and 11 can continue their present programs through this option.)

2. The expansion of the New Horizons Program at the King Middle from 100 to 170 students.

3. The expansion of the Re-Cap program from involvement with only 8 middle schools to involvement with 11 middle schools. This program allows over-age two-time-repeaters in middle schools to enter into contractual agreements for the completion of specific educational, attendance, and testing requirements in order to be placed in high schools with students who are their chronological peers, in an accelerated manner.

4. Boston will make available $100,000. to middle schools interested in seed money for the development of alternative programs within their buildings to serve non-achieving students. (This has not been approved.)

In Report No. 2 monitors described the lack of programs designed to serve the needs of students who are habitual offenders and who have multiple problems (academic, behavioral family, legal, etc.) Deputy Superintendent Peterkin maintains that many of these students have been evaluated under Chapter 766 and placed in special needs schools such as the McKinley or the Tileston. Others are placed in smaller numbers in Boston Prep and some of the other alternative schools. It is the goal of his office to have non-special needs alternatives establishd in each district for district-rather-than-city-wide referrals. All of these district alternatives would be located in exisitng schools along-side regular education programs.

The McKinley School

The McKinley is a special needs school which accepts only students evaluated under Chapter 766 as 502.4(i) prototypes. These students are described as having a long history of emotional problems as well as academic problems. In addition some have family, legal and other problems. The school opened in 1978 specifically to serve students who, to that time, could only be served in private school settings. The school located in three different buildings in 2 separate parts of the city, includes a middle school, a high school and a technical school. 250 students are served, and the school claims an 80% success rate as measured by students who remain through graduation. The other 20% either drop out of school altogether or go on to residential placements. The cost per student is approximately $8500 for the 1983-84 school year; this is approximately $1500 less than a private placement. The student-teacher ratio for most of the programs in 6:1, and, if other support staff are included, the student-staff ratio is 3:1. The school is a highly structured learning environment, which provides large amounts of support services and an extensive behavior management system. Some students are literally escorted from one room to another throughout the school day for periods of time.

Referrals to this school must go through a three step screening process starting with a referral by the Chapter 766 evaluation team at the sending school, through a special education screening committee at the central office, and finally to a screening by the McKinley's Headmaster, John Brown-Verre and some of his staff. Approximately 75% of the student referrals reaching John Brown-Verre are accepted.

The school has an extensive procedure in place, including an in-house suspension program, to avoid out-of-school suspensions. Despite this, its suspension rate is relatively high. Strong emphasis is placed on teaching problem-solving techniques in order to change inappropriate behavior. The staff is higly indoctrinated, and all are involved in non-confrontational forms of student intervention (no yelling, bribing or unrealistic threats).

Mr. Brown-Verre sees the situation of students with multiple and severe problems, particularly behavioral problems, as a growing concern for Boston. He believes that the number of these students is increasing and the severity of their problems growing such that Boston should be devising other non-766 intervention strategies for dealing with these growing numbers earlier in a students develoment and more alternatives available systemwide. In keeping with this early intervention strategy, the McKinley will be expanding, by opening a special education elementary component in the 1984-85 school year. Despite this more non-766 options are needed.

COMMENDATION:

Boston should be commended for its steady expansion of alternative program options, and the success, to date, of the existing options.

RECOMMENDATIONS:

1) Boston must continue to expand alternative education options, as is planned, with special emphasis on programs which serve disruptive, habitually offending students. All of these students can not nor should be served in special needs programs

such as the McKinley, although non-special needs alternatives could benefit from some of the behavior management strategies used at the McKinley, including non-confrontational student intervention strategies.

2) Early intervention strategies for disruptive and problemmatic students should be developed and piloted in regular elementary schools, to prevent referrals to special needs options later.

OBJECTIVE 1

QUESTIONS:

In Report No. 2 monitors reported on the persistence of problems in the consistent reporting of incidents required by the Safety Procedural Manual despite Safety Department efforts to cross-check incidents reported. It was also reported that in some schools many students and staff failed to cooperate in reporting incidents due to fear, apathy, or disillusionment with the poor follow-up accorded many incidents reported. The Safe Schools Commission Report cited gross discrepencies between the rates of school offenses reported by students and staff in its survey of school offenses and the frequency of those same offenses on actual school incident reports and suspension data. What new steps has Boston taken to insure greater consistency in the reporting of incidents, leading to greater reliability of the reports themselves?

METHODS:

Conversations were held with Deputy Superintendent Peterkin concerning this problem and The Safe Schools Commission Report was reviewed.

FINDINGS:

Resolving problems of complete, consistent, and accurate reporting of all incidents required by the Safety Procedural Manual is difficult and depends on the resolution of many contingent problems:

- What will convince students and staff who are apathetic or fearful about reporting offenses to change their attitudes?

- What will it take to convince some students and staff that reporting incidents is not a waste of time and energy, and yet insure due process and fairness for those accused of offenses? [Some staff and students complain that disciplinary measures are not strongly or quickly enacted as a result of reports submitted. Others report that even if they are quickly enacted, the limited scope of disciplinary action (suspensions primarily) has little effect on many perpetrators.]

- How will all building and district administrators be convinced that complete and accurate reporting of incidents required by the Safety Procedural Manual will not be seen as direct evidence of incompetence in effectively managing their schools (or the district)?

- How will all building administrators be convinced that it is not "all right" to not report incidents (required by the Safety Procedural Manual) which they personally see as "inconsequential" or less than important? It is clear from on-site visits that some building administrators assiduously report every assault and fight which occurs, regardless of how many students are involved or the relative importance of the incident (e.g., Curley Middle). Other schools report only those assaults or fights which result in injury or are considered "serious".

Because the Deputy Superintendent and the Chief of the Safety Department, through reports submitted by Safety Department staff and their personal experience, have some idea of the kind and frequency of safety and discipline problems at particular schools, Deputy Superintendent Peterkin has begun sending letters to headmasters and principals asking them to explain school incident and suspension data which contradict each other or other sources of information about what is occuring at a school. For example, if safety staff report numerous instances of weapons possession and fights occuring at a school, and yet suspensions are very low, then Peterkin will ask the principal to account for that discrepency. If on the other hand, suspensions are high and incident reports low, principals must also account for this. Some of these discrepencies could be explained by in-house

suspension programs or other alternatives to suspension. However, not all discrepencies can be explained in this way, and some point to problems in consistently filing reports and following through with appropriate disciplinary responses.

The Deputy Superintendent reports that the Safety Department is currently setting up a computer system for keeping track of suspensions, repeat suspensions, and school incident data which will better enable the Safety Department to find reporting discrepencies and provide more complete and accurate data on the safety climate of particular schools.

RECOMMENDATIONS:

Boston needs to continue to improve the reliability of its two prime measures of school safety and security - school incident reports and suspension data.

SAFETY AND SECURITY

LIST OF APPENDICES

Appendix I - Numbers of Incidents by School

Appendix II - Incidents by Month, Racial, Bus, Weapons

Appendix III - Incidents by Category by School (High, Middle)

Appendix IV - Bus Safety Improvement Plan - (February 21, 1984)

Appendix V - Citywide Parents Council Report and Recommendations on School Bus Monitors for 1984-1985 School Year

Appendix VI - Bus Safety Proposal (March 6, 1984)

Appendix I

School Incidents November, 1983 through March, 1984

(Crimes Against Persons and Safety Related)

High Schools	
English	160
Hyde Park	67
Brighton	44
HHORC	41
Dorchester	29
So.Boston	20
Madison Pk.	20
Charlestown	20
W.Roxbury	20
JamaicaPlain	16
Boston Tech.	15
McKinley	12
Burke	8
Umana	8
E.Boston	5
BostonLatin	5
Tileston	4
Boston High	1
Total	495

Middle Schools	
Cleveland	50
Mary Curley	32
Edwards	25
Lewenberg	15
Thompson	14
T.Roosevelt	13
Rogers	7
Irving	6
Holmes	5
Mackey	5
King	4
Wilson	4
Gavin	3
Taft	3
Shaw	2
McCormack	2
Wheatley	2
Timilty	1
Edison	1
Lewis	1
Total	195

Elementary	
Holland	7
Mather	6
Trotter	4
Hurley	3
Ohrenberger	3
Marshall	2
Fifield	2
Agassiz	2
P. Shaw	2
Hennigan	2
JacksonMann	2
Eliot	2
Dickerman	2
L. Stone	1
Ellis	1
Fuller	1
Condon	1
Hamilton	1
S. Greenwood	1
Winship	1
Quincy	1
O'Hearn	1
Garfield	1
Total	49

45 Crimes against Persons and Safety Related Incidents were reported off of school property.

Crimes Against Persons and Safety Related Incidents

(derived from Boston Public Schools Daily Incident Logs submitted by the Safety Service Department)

November 1983 through March 1984

Month	Racial	Involving ARA Buses	Weapons	Total
Nov. (83)	9	10	60	189
Dec. (83)	13	5	41	149
Jan. (84)	9	5	38	152
Feb. (84)	14	6	42	123
Mar. (84)	19	11	52	156
	64 (8.1%)	37 (3.8%)	233 (30%)	774

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents* High Schools November, 1983 through March, 1984

High Schools	Weapons Possessed or Used	Assaults	Robbery or Robbery Attempts	Altercations	Drug and Alcohol Used or Possessed	Trespassing	Other (Threats Harassment Arson Disruptiveness)	Total
English	27 (Additional 7 counted under other offenses)	42 (4 racial) (1 bus)**	12 (1 additional counted under other offense) (1 bus)	21 (4 racial)	36 (1 bus) (Additional 2 counted under other offense)	6 (Additional 2 counted under other offense)	16 (3 racial) (1 additional counted under other offense)	160 (11 racial (3 bus)
Hyde Park	17 (Additional 3 counted under other offense	8 (3 racial) (Additional 2 counted under other offense	3	29 (4 racial) (1 bus)	5	2	3	67 (7 racial) (2 bus)
Brighton	20 (1 bus) (additional 2 counted under other offense)	6 (1 racial)	2	6 (1 racial)	9 (1 additional counted under other offense)		1	44 (2 racial) (1 bus)

High Schools (continued)
November, 1983 through March, 1984

High Schools	Weapons Possessed or Used	Assaults	Robbery or Robbery Attempts	Altercations	Drug and Alcohol Used or Possessed	Trespassing	Other (Threats Harassment Arson Disruptiveness)	Total
HHORC	9 (1 bus) (Additional 2 counted under other offense)	8 (1 both bus and racial)	7 (1 racial)	9 (1 racial)	4	1	3	41 (3 racial (1 bus) (1 racia and bus
Dorchester	9 (Additional 3 counted under other offenses)	8 (1 racial)	5	5	2			29 (1 racial
So.Boston	10	4	1	4 (2 racial)	(1 counted under other offense)		1	20 (2 racial
Madison Park	8 (additional 3 counted under other offense)	5 (1 racial)	3 (1 additional counted under other offense)	1	1	1	1	20 (1 racial
Charles-town	3 (additional 4 counted under other offenses)	6 (1 bus)	2	3 (1 racial)	4 (1 bus)	1	1	20 (1 racial (2 bus)
West Roxbury	3	8 (3 racial)		4	4		1	20 (3 racial

High Schools	Weapons Possessed or Used	Assaults	Robbery or Robbery Attempts	Altercations	Drug and Alcohol Used or Possessed	Trespassing	Other (Threats Harassment Arson Disruptiveness)	Total
Jamaica Plain	5 (1 additional counted under other offense)	5 (1 racial) (1 additional counted under other offense)	3	1	2	(1 counted under other offense)		16
Boston Technical	4 (1 additional counted under other offense)	1	1	4 (2 racial)	1	1	3	15 (2 racial)
McKinley	3 (1 additional counted under other offenses)	3 (1 racial)		2	1	1	2	12 (1 racial)
Burke	2	1		2	1		2	8
Umana		5 (1 racial)	2 (1 racial)	1 (racial)				8 (3 racial)
Boston	1 (bus)	1 (racial	1				2 (1 bus)	5 (1 racial) (2 bus)

High Schools (continued)
N November, 1983 through March, 1984

High Schools	Weapons Possessed or Used	Assaults	Robbery or Robbery Attempts	Altercations	Drug and Alcohol Used or Possessed	Trespassing	Other (Threats Harassment Arson Disruptiveness)	Totals
Boston Latin	1 (1 additional counted under other offense)	2				1	1	5
Tileston	3						1	4
Boston High							1	1

* Incidents listed includes: assaults, altercations, weapons, possession, illegal or controlled substances, threats, arson, robbery, trespassing and disruptions by students

excludes: false fire alarms, illness, larceny, accidental injury, accidental fires, bomb threats, vandalism

** Incidents occurring on ARA School Buses

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents-Middle Schools
November, 1983 through March, 1984

Middle Schools	Weapons Possessed or Used	Assaults	Robbery or Robbery Attempt	Altercations	Drugs and Alcohol Used or Possessed	Trespassing	Other (Threats Harassment Arson Disruptiveness)	Total
Cleveland	19 (Additional 2 counted under other offense)	20 (6 racial)	2	5		2	2	50 (6 racial
Mary Curley	3	8 (3 racial) (1 bus)	2	14 (2 racial)	1	1	3 (1 racial)	32 (6 racial) (1 bus)
Edwards	9	7		5 (1 racial) (1 bus stoning)	2		2	25 (1 racial) (1 bus stoning)
Lewenberg	7	4	1	1	2 (1 bus)	(1 counted under other offense)		15 (1 bus)
Thompson	3 (2 additional counted under other offense	5 (1 bus stoning) (1 bus) (1 racial)		2	1	1	2	14 (1 racial) (1 bus) (1 bus stoning

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents-Middle Schools
November, 1983 through March, 1984

Middle Schools	Weapons Possessed or Used	Assaults	Robbery or Robbery Attempt	Altercations	Drugs and Alcohol Used or Possessed	Trespassing	Other (Threats Harassment Arson Disruptiveness)	Total
T. Roosevelt	6 (additional 2 counted under other offense)	4 (2 racial)			2			13 (2 racial
Rogers		5 (1 racial) (1 bus)	1			1		7
Irving	(2 counted under other offenses	2	3			1		6
Holmes	2	(1 racial)	2 (1 racial)					4 (2 racial
Mackey	1	3 (2 racial) (1 bus)						4 (2 racial 1 bus)
King	1		2				1 (bus)	4 (1 bus
Wilson	2	1					1 (bus)	4 (1 bus

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents-Middle Schools
November, 1983 through March, 1984

Middle Schools	Weapons Possessed or Used	Assaults	Robbery or Robbery Attempt	Altercations	Drugs and Alcohol Used or Possessed	Trespassing	Other (Threats Harassment Arson Disruptiveness)	Total
Gavin		2		1				3
Taft	1			1 (bus)			1	3 (1 bus)
Shaw		2 (bus 1 stoning)						2
McCormack				1				2
Wheatley		2 (1 bus stoning)						2
Timilty							1	1
Edison		1						1
Lewis						1		1
	107						108	

Addendum II

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
ROBERT S. PETERKIN

February 21, 1984

Franklin Banks
Commonwealth of Massachusetts
Department of Education
1385 Hancock Street
Quincy, MA 02169

Dear Frank:

Thank you for your concern regarding any progress made towards changes in school bus safety procedures. As of this date, we have made no changes in school bus safety procedures for this school year except to inform Principals/Headmasters that they may, in cases where students have been disruptive on buses, deny those students school-provided transportation, if they provide an alternative means of transportation or they conduct informal hearings according to the 1982 Code of Discipline. In essence this means that a student would be suspended from the bus as an alternative to being suspended from school.

For school year 1984-85, we plan to implement the following changes:

1. provide each bus and driver with a very concise list of school bus rules and regulations;

2. recommend that all drivers be oriented as to their rights and our procedures with regard to student bus safety and discipline; i.e., drivers will be informed that they do not have the right to unilaterally bar students from riding their buses.

3. The Code of Discipline will be amended to clearly reflect the School Department and student responsibility for behavior to and from school. The Code will delineate the responsibility of Community Superintendents to hold formal hearings which may result in the denial of school-provided transportation for longer periods of time than is presently allowable.

4. We will very shortly present to the Superintendent our recommendations to resolve concerns regarding the provision of bus monitors to Boston Public School buses. Essentially, our recommendations will involve the provision of funds to either Community Superintendents or Headmasters/Principals which they will utilize on an as-needed basis to provide bus monitor coverage of particularly troublesome buses within their schools or districts. Our plan does not recommend the assignment of bus monitors to high school buses.

26 COURT STREET BOSTON, MASSACHUSETTS -739- (617) 742-8710 EXT. 8000 AREA 617

To: Franklin Banks

February 21, 1984

5. We will develop procedures for closer cooperation between Boston School Police, MDC and Boston Police with regard to enforcement of traffic regulations concerning school buses, also provision and training of crossing guards.

I will provide you with copies of our specific recommendations in response to school bus safety and the general issue of the Safe Schools Commission's recommendations as soon as they have been developed. Please do not hesitate to contact me with any question.

Sincerely,

Robert S. Peterkin
Deputy Superintendent
School Operations

RSP/jMc

APPENDIX I

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

CITYWIDE PARENTS COUNCIL

REPORT AND RECOMMENDATIONS

ON

SCHOOL BUS MONITORS

FOR

1984-85 SCHOOL YEAR

MARCH 21, 1984

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SCHOOL BUS MONITORS IN BOSTON: A SHORT HISTORY

Bus monitors were first utilized on public school buses during the 1975-76 school year. They were hired by the school principal to ride buses servicing their particular school. In some cases, the school principal utilized teachers at the school to ride the buses to and from the school building for an extra stipend. Both systems of employing bus monitors were problematic. They were beset by the technical difficulties of record-keeping, as well as by the personnel problems of seeking last-minute replacements for those monitors, who could not fulfill their monitor duties. These problems, coupled with the growing disapproval of the School Committee about teachers "double-dipping" into school department monies, caused some dramatic changes during the 1976-77 school year.

Responsibility for the hiring of school bus monitors was placed in the hands of Mr. Edward Winter, the Secretary of the Boston School Committee, during 1976-77. Mr. Winter was authorized to hire laid-off transitional, security, and lunch aides for bus monitors. The School Committee, by policy, restricted hiring to anyone not currently on the payroll of the school department. The problems that plagued principals during the 1975-76 school year, continued.

With the advent of Dr. Robert Wood as Superintendent of Schools, responsibility for the hiring, training, and record-keeping for school bus monitors was delegated to the district offices of the nine Community Superintendents. At those offices, either a Transporation Coordinator or the Administrative Assistant to the Community Superintendent, had functional control of bus monitors, their replacements, and their payrolls. This responsibility continued until the elimination of bus monitors, in the 1981-82 budget, for fiscal reasons.

During the last year of their use on public school buses (1980-81), the expenditure for bus monitors was $781,129. Generally, bus monitors worked a 4 hour day: 2½ hours in the morning, and 1½ hours in the after-

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noon. They received training and support from both the district offices and the Department of Safety and Security.

SAMPLING OF PROBLEMS ON SCHOOL BUSES WITHOUT MONITORS DURING 1982-83.

In an effort to assess the impact of the removal of bus monitors from the school buses transporting students to the public schools of Boston, the Citywide Parents Council secured a limited sampling of bus driver reports outlining the behavioral problems displayed, and the vandalism caused by student riders from several school districts for a period during the 1982-83 school year. The driver report sampling covered a period from September 2, 1982 through February 22, 1983 and involved problems on some buses from Districts 3, 4, and 9, among others. A total of 145 reports were reviewed, the unsuitable behaviors cited in the reports were identified and tallied, the vandalism costs were estimated. and several conclusions were drawn.

The accompanying charts and conclusions were part of the 1982-83 assessment done by the Citywide Parents Council:

TRANSPORTATION REPORTS RECEIVED BY CPC FOR REVIEW

MONTH	DISTRICT 3	DISTRICT 4	DISTRICT 9	OTHER DISTRICTS	TOTALS
SEPT. 82	12	7	1	2	22
OCT. 82	24	2	9	10	45
NOV. 82	12	0	8	4	24
DEC. 82	5	1	4	1	11
JAN. 83	22	1	6	3	32
FEB. 83	7	0	2	1	10
UNDATED	1				1

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ANALYSIS OF STUDENT TRANSPORTATION BEHAVIORS
BY THE TYPE AND FREQUENCY:

TYPES OF UNSUITABLE BEHAVIOR	FREQUENCY OF OCCURENCE
1. Refusing to obey bus driver	33
2. Failure to remain seated	26
3. Other offenses	16
4. Profanity	15
5. Bothering others	13
6. Fighting	10
7. Lighting matches	8
8. Throwing objects on bus	6
9. Throwing objects out of bus	5
10. Hanging out of windows	4
11. Spitting	3
12. Disobeying bus monitors	0

ANALYSIS OF STUDENT TRANSPORTATION BEHAVIORS
BY PARTICIPATORY GROUPS:

	SEPT. 82	OCT. 82	NOV. 82	DEC. 82	JAN. 83	FEB. 83	TOTALS
SINGLE STUDENT MISBEHAVIORS	6	3	7	3	10	3	32
MULTIPLE STUDENT MISBEHAVIORS	2	2	1	1	0	2	8
WHOLE BUS MISBEHAVIORS	0	0	3	0	0	0	3
TOTALS	8	5	11	4	10	5	43

CONCLUSIONS:

If the sampling of reports that we have received from some districts is typical of other districts, then the following conclusions can be drawn:

- Student behavior on many school buses is unsatisfactory
- 68% of student misbehavior results in serious incident, accident, or destruction of transportation equipment
- The estimated six-month dollar cost for repairs to school vehicles citywide, as a result of student vandalism is over $100,000
- The nature and type of follow-up to student behavior reports, incidents, accident and vandalism reports seems fragmented and erratic
- There is a documented need for additional adult presence on Boston school buses

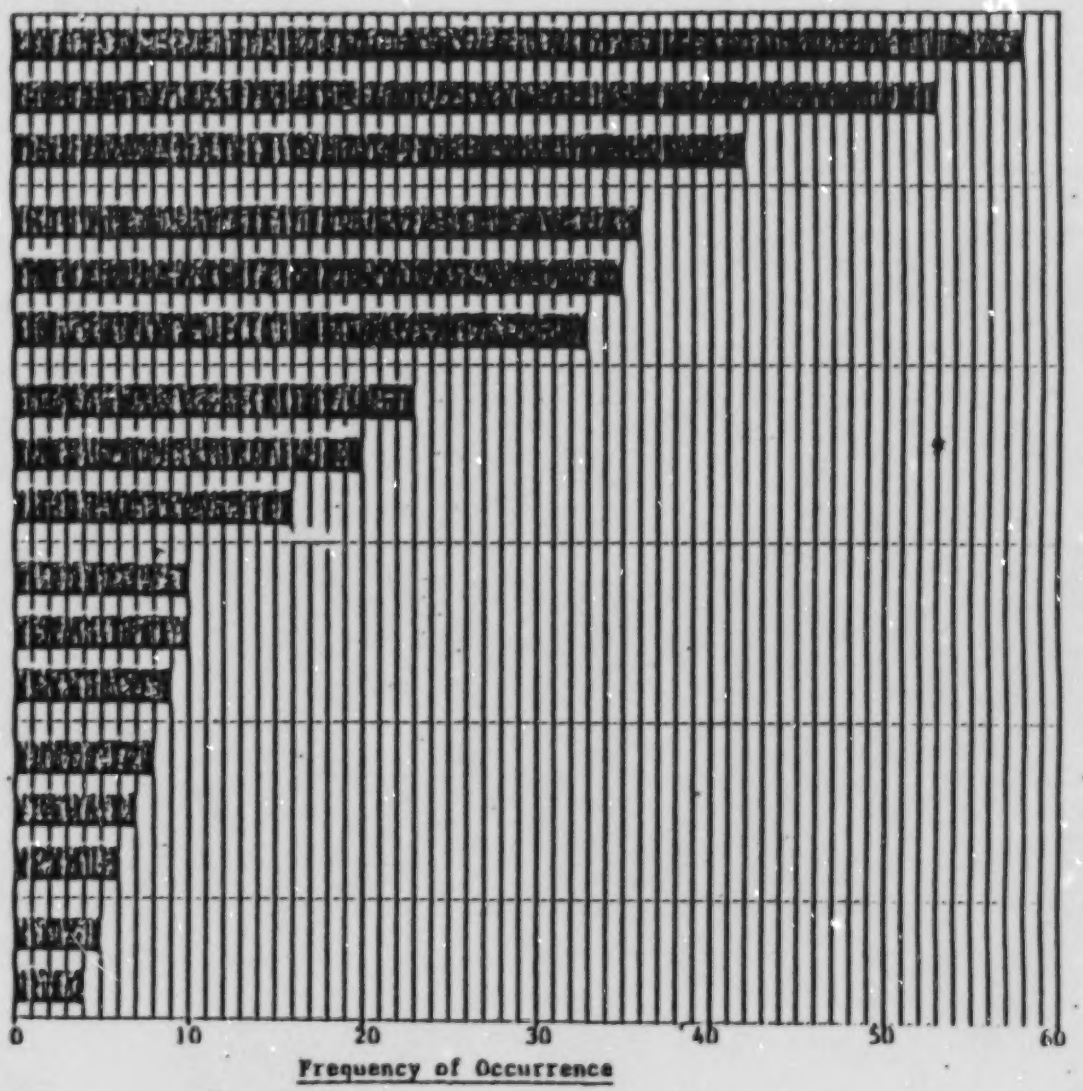
SCHOOL BUS MONITORS: SURVEYS AND REPORTS
1983-1984

Based upon the 227 driver reports from ARA Transportation and the approximately 800 bus surveys from ten schools (with more still forthcoming) a number of the school bus, minibus, and van runs are operating under some very unsafe and even hazardous conditions that are caused by the disruptive behavior of the student passengers. These unruly behaviors include fighting, vandalism, failure to remain seated, use of profanity, throwing objects, and smoking. A complete list of the offenses and their frequency of occurrence is on Exhibit I.

The results of the 800 school bus surveys indicate that 63% of the parents and/or children have witnessed some form of misbehavior on the buses. In addition, 93% of these survey respondents favor the use of bus monitors as an approach to alleviating the unruliness. (According to Lance Carter, METCO uses bus monitors to install discipline, safety and driver concentration on its buses.) Exhibit II lists, by school, the percentages of parents responding to the survey, the percents having witnessed the misbehaviors and the percents favoring bus monitors.

Since ARA drivers are not required by contract to report student incidents, only 115 transportation runs have been reported for disruptive behavior. Another reason for the low number of reports is the lack of thorough follow-up. When incidents are not followed through to resolution, drivers have no incentive to make a report. Nevertheless, the 227 available reports are the accounts of 118 drivers. This precludes the notion that only a few drivers are responsible for making the majority of the reports.

STUDENT TRANSPORTATION INCIDENTS
by Type and Frequency



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118

*Other Offenses includes: possession of a knife, grabbing the steering wheel, throwing snowballs at the bus, selling drugs, provoking threats from passersby, etc.

119

Source: Analysis of the 227 ARA driver reports for the period from September 8, 1983 to February 28, 1984.

EXHIBIT II

PARENT RESPONSES FROM THE SCHOOL BUS SURVEYS

School	Number of Responses	Response Rate	Parents in Favor of Bus Monitors	Parent and/or Child Having Witnessed Misbehavior+ on the Buses
Adams	51	21%	96%	45%
Baldwin	55	21%	91%	44%
Blackstone	180	24%	82%	72%
Bradley	55	39%*	91%	80%
Chittick	99	26%	88%	40%
Farragut	21	24%*	95%	90%
Garfield	59	27%	92%	73%
Hamilton	49	16%	77%	35%
Quincy	162	24%	89%	61%
Sumner	70	17%	97%	84%

+ Misbehavior includes putting heads or arms out of the window, throwing objects, vandalism, fighting, and other acts of violence.

* Surveys were not distributed to the entire school population. Instead, they were distributed only to those who received transportation.

SCHOOL BUS MONITORS: COST

The current statutory requirements in the Massachusetts General Laws concerning pupil transportation, provide for a 100% state reimbursement allowance for bus monitors. *(See Attachment A , entitled, Pupil Transportation, Section II, Chapter 15: Elimination of Racial Imbalance-Reimbursement).

The school department appears to be reluctant to allocate a portion of the transportation budget line item for bus monitors, in part, due to the fact that in previous years the reimbursement allowance from the state was never resubmitted to the school department but instead remained within the city's finance department. To alleviate this situation the school department should create a separate line item expenditure for bus monitors. Therefore, if it takes the state approximately 12 to 18 months to issue the reimbursement, this delay would not have a monetary effect on the remaining school budget.

The projected cost for the bus monitors would follow this formula:

Total number of bus monitors
one monitor per bus 460

Salary: $7.00 per hr.
Work hrs: 5 hrs. per day= $35 per day for 180 days = $3,780.00
$3,780.00 x 460 = $1,738,800.00

(estimation) Administration and cost of training bus monitors: $150,000.00

Total projected cost - $1,888,800.00

The school department in implementing this program should convene a special transportation task force, composed of school department officials, ABA officials, parents, Citywide Parents Council, State Department of Education, United Steelworkers Local 8751 (bus drivers), School Principals, and members of the Boston Student Advisory Council. This team would be instrumental in providing a clear assessment of the specific needs and costs of such a program.

Citywide Parent Council Recommendations Re: Bus Monitors

1. The School Committee should budget sufficient funds to: 1) hire bus monitors for every bus transporting Boston Public School students to and from their schools for the 1984-85 school year and; 2) administer and supervise the bus monitor program.

2. The School Committee should establish a Transportation Task Force composed of representatives of the School Department, ABA, Citywide Parents Council, State Department of Education, United Steelworkers Local 8751 (bus drivers), School Principals, and the Boston Student Advisory Council.

   The general purpose of this Task Force would be to address the substantial transportation related problems affecting Boston's school children.

   Specifically regarding the bus monitor issue, proposed functions of the Task Force would be as follows:

   A. Determine what criteria should be applied, in future years, to possibly reduce the number of bus monitors. At present, there is little reliable data for making the decision that some buses may not need monitors. Because of the seriousness of the situation, the burden of proof must be to show that, in particular cases, monitors may not be needed.

   B. Develop a job description and uniform recruiting procedures for bus monitors.

   C. Develop a screening and hiring process for the bus monitors that fully involves parents in the decisions regarding recommendations for hiring.

   D. Outline/Develop a mandatory one-week training program for all monitors that specifies: their rights and responsibilities; general first aid procedures; emergency procedures; conflict resolution procedures; procedures for reporting problems, etc.

   E. Develop an evaluation process so that situations where monitors are not effectively carrying out their responsibilities can be promptly identified and remedied.

   F. Recommend that emergency phones be placed on all school buses. These phones should be connected to the school Department so that, in all cases, parents can be notified when children are expected to be more than ½ hour late.

   G. Develop a program for a one-hour evening meeting during the first week of school so that Principals and SPCs can explain to all parents of children who are bussed the rules for bus behavior and disciplinary actions to be taken for misbehavior and explain the importance of parental support and cooperation.

ATTACHMENT A

CHAPTER 71B, Section 14. REIMBURSEMENT FOR TRANSPORTATION OF PUPILS - (SPECIAL EDUCATION)

The state treasurer shall annually, on or before November twentieth, reimburse any city, town, regional school district or independent vocational school for expenditures incurred during the previous fiscal year in the transportation of pupils enrolled in special needs programs. . . .provided that such transportation services are required by the educational plan of each such pupil, and that such services are not normally provided to pupils enrolled in regular day program in said city, town, regional school district or independent vocational school. . . .

CHAPTER 74, Section 8A. TRANSPORTATION OF PUPILS - (REIMBURSEMENT - OCCUPATIONAL EDUCATION)

A town where a person resides who is admitted to a day school in another town under section seven, shall, through its school committee, when necessary, provide for the transportation of such person, and shall, subject to appropriation, be entitled to state reimbursement to the extent of fifty percent of the amount so expended. . .provided. . .that no transportation shall be provided for, or reimbursement made on account of, any pupil who resides less than one and one-half miles from the school which he attends. . .

CHAPTER 71A, Section 8. TRANSPORTATION OF PUPILS - (REIMBURSEMENT - TRANSITIONAL BILINGUAL EDUCATION)

The state treasurer shall annually, on or before November twentieth, reimburse any city, town, regional school district or independent vocational school for expenditures incurred during the previous fiscal year in the transportation of any pupil enrolled in a transitional bilingual education program and who resides at least one and one-half miles from the school which the pupil attends, as measured by a commonly traveled route. . .

CHAPTER 15, Section 1F. ELIMINATION OF RACIAL IMBALANCE - REIMBURSEMENT)

. . . The commonwealth shall, subject to appropriation and upon the approval of the board, pay to a city, town or regional district school committee one hundred percent of the cost of transportation of non-white pupils transferred from schools in which racial imbalance exists to schools in which racial isolation or racial balance exists and one hundred percent of the cost of transportation of white pupils transferred from schools in which racial isolation exists to schools in which racial imbalance or racial balance exists for the purpose of reducing or eliminating racial imbalance as provided by said section thirty-seven D. . .

ATTACHMENT B

Making Our Schools Safer for Learning

The Report of the Boston Commission on Safe Public Schools

November 1983

RECOMMENDATION SIX

Bus Monitors

We recommend that adult monitors be placed on school buses, with priority being given to those runs on which there is a record of misbehavior and lack of safety.

Throughout the open hearings we were told that the conduct of some students made the buses and the bus stops unsafe. Just over half the high school students interviewed said the buses and the MBTA stations they used were "unsafe or somewhat unsafe." These figures varied by school from one-third of the students to almost three-quarters. The Citywide Parents Council looked at transportation problems in two districts for a six month period and found that 139 offenses had been recorded, including failure to remain seated, refusal to obey the bus driver, and fighting.

There seems to be general agreement that it is physically impossible, nor should it be expected, for bus drivers to maintain order while they are operating a vehicle. For several years until 1980, there were adult monitors on many of the buses. We have heard strong urging that the bus monitors be reinstated, but with steps taken to overcome some of the problems that existed in the past. These were lack of accountability; poor screening of applicants; failure to carry out instructions, and in some instances undesirable ways of relating to students.

Holding Monitors Accountable

The monitors should be carefully selected, well supervised, and held accountable for being at their assigned bus stops and remaining with the bus until the end of its run. Bus safety should be viewed exactly the same as behavior in a classroom and communication between bus monitors and school administrators should be a routine matter.

The monitors should be held accountable for maintaining order on the buses and for reporting violations of the Code of Discipline to school administrators or their designees who should routinely be present at the loading and unloading of buses. Orientation of monitors and periodic supervisory meetings should be arranged.

Bus monitoring is a costly program, but we believe it is important as a way of protecting children as well as beginning and ending the school day in a calm atmosphere. It is not essential that there be a monitor on every bus run. The problems are more severe at the middle and high school levels.

ATTACHMENT C

ARA TRANSPORTATION, Inc.

[illegible] / MATTAPAN, MASSACHUSETTS [illegible] / [illegible]

Mr. Arthur Gilbert
Boston School Committee
Court Street
Boston, Mass.

March 9, 1984

Dear Arthur:

I have enclosed copies of incident reports from all (3) terminals from Feb. 27th to March 9, 1984. These reports will be coming to you on a weekly basis.

I hope that the School Department will strongly consider bus monitors on those routes that have a definite student/safety problem. The cost of the monitors could possibly offset the cost of vehicle damage, such as broken glass, torn seats, graffitti and personal injury.

Thank you for your continued cooperation.

Sincerly,

David F. Schoenbeck
STP Director-Boston

cc: Ms. Ng-Citywide Parents Council
M. Kennedy-ARA Director of Operations
B. Morris-ARA Eastern Area STP Director
W. Dalton-STP Supervisor Readville
J. Snowden-STP Supervisor Cote
J. McCarthy-STP Supervisor Bayside
ARA Trans. Inc. Safety Committee

ATTACHMENT D

LISTING OF INCIDENTS
ON RUSSELL SCHOOL BUS

Reported by Russell School Parent

1. October 13, 1983 — One child bitten on the arm by another; two children hit by other children

   Observed by adult

2. October 14, 1983 — One kindergartener slapped another because "he wouldn't move over"

   Observed by adult; children sitting 3 per seat - bus extremely crowded that day

3. November 3, 1983 — Above-mentioned kindergartener had his face scratched (badly enough so that several scars were visible the next week) supposedly because another child couldn't get into seat

   Attach not observed; principal, teachers, parent, other adults saw the scratches

4. Nov 3, 1983 — Bus, # unknown, passed bus stop at Bird Street and Columbia Road; young children standing in seats, leaning out windows and screaming profanities at children waiting for bus #604; the verbal assault was directed at girls, not boys

   observed by several adults

5. Date unknown — A 4th and 5th grader threatened "to kill" another younger child when they all got off the bus; the younger child was crying uncontrollably

   observed by adult

6. January 27, 1984 — Bus #604 arrived at the Russell with approximately 15 seats ripped out and jagged metal protruding.

   Observed by teachers. Students at the Dearborn school earlier that day had apparently gone on some kind of rampage (was the bus driver expected to control this kind of behavior and also drive the bus?); staff at the Russell took it upon themselves to arrange for another bus.

7. February 10, 1984 — 1st grader struck by kindergartener.

Not observed; confirmed by both students and others

8. February 12, 1984 — Kindergartener not let off bus at her stop; the mother had to chase bus to next stop. The child sits in 1st or 2nd row and said "big kids wouldn't let (her) off bus." She was not asleep.

9. February 14, 1984 — Aisle full of standing children; children standing in seats.

Observed by adults as bus traveled up Columbia road approaching bus stop.

Deafening noise as doors were opened (several children consistently complain of unbearable noise on bus).

10. February 27, 1984

A. Kindergartener punched in stomach, on bus

B. 3rd grader held down by others on floor of bus

C. 1st grader struck, on bus

D. Money stolen from another 1st grader, on bus

Not observed by adults other than bus driver; all four children corroborate story.

11. March 19, 1984 — Children fighting on the bus; kindergartner told her mother that she had been kicked in the head by one of the fighting children, despite the fact that she was sitting in her assigned seat.

APPENDIX VI

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

TO: Ms. Judith C. Taylor
Bureau of Equal Educational Opportunity

FROM: Robert S. Peterkin, Deputy Superintendent
School Operations

RE: Response to Recommendation #4

DATE: April 10, 1984

Dear Ms. Taylor,

Arthur Gilbert, Director of Transportation, has asked me to respond to the 4th recommendation listed in your letter to him dated March 28, 1984.

Attached you will find a copy of our proposal concerning this issue.

If I can be of further assistance, please feel free to call me at 726-6200 X 5330.

PSP/lhc

attachment

xc: John Coakley
Arthur Gilbert

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
ROBERT S. PETERKIN

MEMORANDUM

To: John Coakley, Senior Officer, Department of Implementation

From: Robert S. Peterkin, Deputy Superintendent/School Operations

Re: Bus Safety Proposal

Date: March 6, 1984

As I read the transcript of budget hearings, review telephone logs and incident logs, I have been made aware of the extreme priority points placed on transportation safety and discipline. In early February Ron Spratling and I did a preliminary, hence incomplete, analysis of the potential cost of several options for bus safety for next year. Please understand that we are now committed to the provision of some type of bus safety program in the Boston Public Schools; the persistent complaints and very real incidents do not enable us to continue our stance against bus monitors, be they part of other options or otherwise.

Finally, the recent difficulty with the bus drivers, sick-outs, high absenteeism and failure to run routes, has caused us significant concern and has demonstrated the need for school personnel to assist in this area.

OPTIONS:

1. Several parents' groups have requested that we place "Stop" signs on the buses which automatically swing out into traffic (much like a railroad stop sign) when the emergency lights are flashing. I have checked with the Transportation Unit of the Department of Implementation and found that to outfit our fleet of 400 buses at an estimated $300 per sign will cost approximately $120,000. It should be noted that these signs may not increase the legal liability of recalcitrant drivers.

2. Most informal analyses indicate that the issue of safety on buses is most prevalent at the elementary and middle school levels. We are not presently able to provide more than informal analyses, given some gaps in communication among drivers, parents and school staff -- more on this later.

2. (Cont'd.)
It is my opinion that high school runs do not require bus monitors and that safety and discipline issues can be handled by the Department of Safety Services. Elementary and middle school runs are those where parents and community people complain of students hanging out of windows, jumping around and/or creating other safety hazards.

3. Community Superintendents could be provided with a fund from which they would hire bus monitors to handle specific safety and/or discipline problems. The idea here is not to have permanent bus monitors on every run but to give Community Superintendents the flexibility of hiring and assigning bus monitors to problematic buses. Bus monitors would not be assured of continuous employment as monitors but could be drawn from building personnel, district personnel or the community. In this fashion the Transportation Unit could be asked to do an analysis of troubled bus runs and we could assign perhaps half of the total necessary for bus monitors on every bus to the Community Superintendents. The fraction could be increased or decreased according to the number of troubled bus runs.

4. This option is a variation of number three. A discrete fund would be assigned to the Principal in some proportion of the number of buses at the elementary and middle school level. The Principal would hire an assigned bus monitor drawn from the faculty or staff, parents and/or community people for troubled bus runs.

The cost of the above options could range from approximately $315,000 to $150,000 for the entire system. If we accept this option, the Community Superintendents or Principals would then be able to respond directly to specific safety or discipline issues on a consistent basis and to have the monitors deal with the problems on the bus in school by contact with parents.

Notwithstanding all of the above budgetary items and options, we need to supplement an enhanced program of safety for buses. This would include:

1. An understanding of Boston Public School staff's role in the training of bus drivers including:

   a. increasing drivers' understanding of a simplified Code of Discipline,
   b. clarification of bus drivers' role in denying students boarding of buses,
   c. process for communication of Boston Public Schools' resolution of discipline issues to both bus drivers and to the bus company,
   d. process for drivers' reporting of bus incidents to both school staff and bus company,
   e. clarified procedures for bus drivers to use in case of emergency or illness of students while riding buses,
   f. summary of driver training as it relates to student safety and discipline.

2. more strict and understandable (short) version of the Code of Discipline specifically designed to be posted on buses;

3. increased responsibility for Principals in the area of bus safety and discipline;

4. changes in the Code of Discipline to clearly specify procedures allowing suspension and/or expulsion of students from buses for unruly behavior, and an

5. enhanced media campaign on bus safety.

I understand that this report is short and incomplete; the first section was drafted for the budget process. I should like to discuss the entire report for final resolution with you, Ron Spratling, Arthur Gilbert and appropriate Transportation Unit staff as soon as possible.

If you have any questions please call me.

Thank you for your continued cooperation.

RSP/jmc

cpy: Superintendent Robert R. Spillane

Encl.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

ATTACHMENT 1

SCHOOL BUS BEHAVIOR

Pupils are entitled to ride as long as they conduct themselves properly and obey the following regulations:

1. Remain seated while bus is in motion.
2. Keep hands, feet and head inside the bus.
3. Opening and closing windows and doors is not allowed except by the driver.
4. Riders MUST NOT play with bus or any of its equipment.
5. Riders may be asked to pay if they damage bus equipment.
6. Engage in quiet talk.
7. Keep books, packages, coats and objects out of the aisle.
8. Do not throw anything out of the bus windows.
9. In case of a road emergency, children are to remain on the bus unless requested to leave by the driver of the bus.
10. Smoking is never allowed on the bus.
11. Pupils who refuse to obey promptly the directions of the driver, or refuse to obey regulations after discussion with the principal and parents, GIVE UP THEIR RIGHTS TO RIDE ON THE BUS.

STUDENT DISCIPLINE

STUDENT DISCIPLINE

MONITORING OBJECTIVE:

I. To review, on a semi-annual basis, a report of suspensions and expulsions at each school, with the nature of the offense, the grade, race and sex of the students affected, and the length of time for each suspension.

QUESTION:

Suspension statistics for schools at all levels for the 1982-1983 school year were analyzed in the February 1984 Department of Education report to identify those schools that had high and racially disproportionate suspension rates, as well as those schools that had even and racially proportionate suspension rates. Which Boston Public Schools in the first semester of 1983-1984 have:

a) significant disproportionate suspensions by race?
b) high suspension rates as compared to other Boston schools?
c) low suspension rates as compared to other Boston schools?

PROCESS:

Suspension statistics for the first semester of the 1983-1984 school year were analyzed and compared with suspension statistics of the 1982-1983 school year. It is our purpose to analyze the progress made by previously cited schools, and to identify any other schools with high and racially disproportionate suspension rates that were not previously cited.

FINDINGS:

Overall, when comparing the first semester of 1983-84 to the first semester of 1982-83, Boston was able to reduce its suspensions by 849, possibly indicating increased efforts systemwide to use suspension only as a last resort and to increase use of alternatives to suspension. This is a substantial improvement. However, there is still a significant number of schools that have high and/or racially

disproportionate suspension rates.

At the high school level, Charlestown High continued to have the highest suspension rate,(e.g.,0.27 - arrived at by dividing the total number of suspensions by the total student population), although its suspension rate has been significantly reduced to about 40% of last year's rate. English High, which last year had the second highest suspension rate, has also considerably lowered its rate, while Brighton High and Jamaica Plain High have noticeably increased their suspension rates.

Boston Latin School continued to suspend Black students at two and one-half times the expected rate[1] but there were only 18 suspensions during the first semester. Charlestown, Brighton and East Boston High Schools continued to suspend Black students at a disproportionately high rate. Also, the suspension rate for Black students at Boston Technical High significantly increased to be disproportionately high. Of those schools that had disproportionate suspension rates for Black students last year, only the Umana School had a suspension rate that dropped. (See Appendix)

Suspensions for White students at Jamaica Plain High and Burke High Schools continued to be disproportionately low. The rate of suspension for White students dropped at Brighton, Charlestown and Boston Technical High Schools to be significantly low, while Hyde Park, Dorchester, Boston and Copley Square High Schools did not suspend any White students. The suspension rates for White students at Madison Park High and the Umana School rose to be more proportionate, while suspensions for White students at West Roxbury High rose to be disproportionately high. Finally, Burke High suspended Hispanic students at twice the expected rate.

At the middle school level, the Edwards Middle, which had the highest suspension rate in 1982-1983, reduced its suspensions to one-fourth of last year's rate. The Mackey, Cheverus, Timilty and Curley Middle Schools all dramatically

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[1]The expected rate is arrived at by dividing the percent of suspensions for a particular racial group by the percent of students of that racial group in the school. 1.00 would indicate that students of a particular racial group are suspended at exactly the rate that their proportion of total enrollment would predict, while 2.00 would indicate suspensions at double the expected rate, and .5, at half the expected rate.

increased their suspension rates, and the Roosevelt Middle continued to have a high suspension rate. The Michelangelo Middle and Gavin Middle significantly reduced their previously high suspension rates. All schools cited last year for suspending Black students at a disproportionately high rate (Roosevelt, Michelangelo, Gavin and Thompson Middle Schools) dropped to more proportionate suspension rates, while the Edison, Irving and Edwards Middle Schools significantly increased their suspension rates for Black students.

At the elementary school level, the McKay and Eliot Elementary Schools continued to have high suspension rates, while the Beethoven and Manning Elementary Schools increases merited on-site monitoring. And Black students at th Tobin, Manning, Eliot and Prescott Elementary Schools were suspended at more than twice the expected rate.

Those schools with high and racially disproportionate suspension rates will continue to receive on-site monitoring. Statistical analysis will continue to be completed as suspension statistics are compiled. In addition, future statistical analysis will include examining suspension records of those schools that employ in-school suspension programs.

MONITORING OBJECTIVES:

II. To monitor on site, if necessary, schools in which there are apparent patterns of inequitable application of the Code of Discipline.

QUESTION: Ten schools were monitored during the fall monitoring period to identify school factors that may contribute to high and racially disproportionate suspension rates. These factors included the small numbers of Black and Hispanic administrators at some schools, confrontative approaches to behavior management by some teachers, lack of adequate support services and alternatives to suspension for students who are discipline problems, a low level of parental involvement, lack of adequate classroom materials, and most importantly, a small group of students in each school who continually disrupt the educational environment. What steps has Boston taken to

identify solutions for these problems? What additional school factors contribute to the above-identified suspension rates?

PROCESS:

Thirteen schools that had high and racially disproportionate suspension rates were visited - Charlestown High, Boston Latin, English High, East Boston High, Mario Umana Harbor School, Jamaica Plain High, Edwards Middle, Gavin Middle, Michelangelo Middle, Curley Middle, Roosevelt Middle, Eliot Elementary and McKay Elementary. At these schools, administrators and teachers were interviewed about causes for respective suspension rates. In addition, a response to the recommendations in Report No.2, Boston School Desegregation was received by the monitor from Boston. (See Appendix).

FINDINGS:

Some progress has been made in addressing underlying causes of discipline problems. These efforts have been initiated in large part through the Department of School Operations.

First, the Report No. 2 student discipline section recommended an increase in Black and Hispanic administrators because of the need for positive Black and Hispanic role models for Black and Hispanic students. In Boston's response to the report, it was noted that the appointments this school year of 4 Hispanic assistant headmasters, 2 Black assistant headmasters and 1 Black headmaster have significantly improved student discipline and school climates at those schools. In addition, the monitor observed that recent appointments of Black headmasters at Jamaica Plain High and the Curley Middle, and of Black assistant headmasters at East Boston High and Gavin Middle, have had a positive impact on student discipline and school climate.

However, the lack of Black or Hispanic administrators at the Roosevelt Middle could be a factor in their high and disproportionate suspension rate of Black students. In addition, administrators at the Umana School, Gavin Middle and Eliot Elementary all noted that the small number of Black and Hispanic faculty at their schools last year resulted in increased student discipline problems for some Black and Hispanic students. Additional Black faculty at the Gavin Middle and Eliot Elementary have had a positive impact on student discipline; the Umana School still lacks adequate numbers of Black regular education teachers.

The second recommendation in the Report No. 2 student discipline section was in-service training for all schools on non-confrontation approaches to behavior management. The Department of School Operations has since proposed the creation of "2 teams of Boston teachers proficient in 'Positive Approaches to Discipline and Reality Therapy'," based upon the Schools Without Failure approach to student discipline. "These teams would establish residency in schools for a period of 2 weeks to a 2 months to determine a plan for the improvement of student discipline and to teach intervention techniques." The estimated number of schools to be served in 1984-1985 is 40 to 50, with an emphasis on elementary and middle schools.

This plan, if enacted, would be a highly innovative approach to behavior management training and has the potential of not only training staff in non-confrontation approaches to student discipline, but also examining the constructiveness of a school's discipline policy and approach. A general in-service session on non-confrontation approaches to discipline is also proposed for all schools at the beginning of the year.

Third, adequate textbooks and materials in every school were recommended in the previous monitoring report. Ample classroom material is key to challenging and motivating students and thus, reducing discipline problems. The Department of School Operations responded that additional funds have been made available in the proposed FY'85 budget to provide all schools with these materials; however, this is contingent upon the budget being approved at its requested funding level.

Fourth, the Edwards Middle, Curley Middle, Gavin Middle and Eliot Elementary all reported increased parent involvement. These school administrations have given special attention to parent outreach, including home visits, and have been rewarded by parent cooperation in discipline efforts. However, despite efforts by the Department of School Operations and the City-wide Parents Council to include parents on planning councils through the School-Based Management Program, Boston School Improvement Program and school parent councils, parental involvement continued to be cited by many school administrators as an obstacle to resolving student discipline problems. High school administrators in particular emphasized the need for more effective parent outreach programs.

Fifth, the previous monitoring report recommended abolishing the policy of inter-district disciplinary transfers (in which a student is transferred to another school for disciplinary purposes without the receiving school receiving that student's disciplinary record.) Deputy Superintendent Peterkin agreed that there is a need to monitor more closely these transfers and agreed to limit each school to one such transfer per school year. However, he will continue to "discreetly use" inter-district disciplinary transfers, for he believes that in some situations students who are given a fresh start at another school can be successful. He has "worked with community superintendents and headmasters to insure greater coordination and communication" of this process. Given these concerns and restrictions, this policy can be constructive, especially with the increase in available alternative high school programs.

A sixth recommendation was that each school develop a program of remediation for students who are repeating grades; these students who are academically frustrated often times became discipline problems. Boston has developed a promotional policy and graduation requirements for the first and ninth grades next year. Most administrators expressed fears that these new promotional policies, without corresponding academic changes, will "glut" the ninth grade with repeaters (currently, in most schools, approximately 25% of the ninth graders are repeaters), increase students' academic frustrations, and exacerbate already existing discipline problems. Deputy Superintendent Lancaster is currently developing remediation opportunities for students so that "repeating grades is not their only option." The new remediation opportunities should anticipate and reflect the numbers of students who may not meet the new promotion requirements.

Seventh, increased support services in schools were recommended to aid those students whose discipline problems stem from academic and personal problems. The Boston Human Services Collaborative, a collaborative of Boston human service agencies wishing to coordinate support services to Boston schools, was formed this year. This collaborative has targeted 17 schools in which to pilot coordinated academic and social services for next year. This effort should help designated schools in delivering a wider range of services to students experiencing discipline problems. Based upon the success of the program and available resources, the program will be expanded the following year.

Last, the most critical reason identified in the previous monitoring report for existing discipline problems was the small number of students in all schools who were described as habitual offenders of school rules and habitual non-attenders. Given limited resources and support services, the schools cannot serve these students. This belief was supported when suspension statistics for the first semester of 1983-1984 were examined. At Charlestown High, 33 students accounted for 50% of the total suspensions, 5 students accounted for 49% of the suspensions at McKay Elementary, 11 students accounted for 24% of the suspensions at English High and 8 students accounted for 25% of the suspensions at Curley Middle. These students who are being suspended multiple times are most likely not having their academic or behavioral needs met, and are continually disrupting the education of other students.

All schools visited cited the need for alternative schools in which to place these students. Director of Alternative Programs Smith, has established 3 new alternative programs in the past 2 years -- Fenway School (English High), Boston Prep and New Horizons Academy (King Middle). These are welcome additions to existing alternative high and middle school programs, such as Another Course to College, School-Within-School (South Boston High), Log School (Cleveland Middle) and Home Base School (Madison Park High). These schools serve habitual non-attenders and habitual offenders of school rules in an intimate, supportive environment that also provides intensive basic and some college preparatory skills (see February 1984 Volume II Safety and Security report for additional information on these schools.)

In a short period of time, these schools have demonstrated success in motivating some students previously considered "marginal" (because of academic, behavioral and attendance problems). Next year, English High will be restructured into 4 schools based upon the school-within-school concept. The Department of School Operations has also indicated that this office will concentrate next year on creating additional alternative programs at the middle school level. The continued creation of alternative school programs, especially on the middle and high school levels, is essential to the improvement of student discipline in all schools.

In general, as stated in the previous monitoring report, the tone set by the school administration greatly determines the tone of the school and, consequently, of student discipline. New headmasters or assistant headmasters have been appointed in the last 2 years at all of the monitored

schools. Administrators who have created sound educational programs that address students' academic needs, who have established a discipline policy where expectations and consequences are clear and alternatives to suspensions exist, who have developed academic and counseling support services, who have demanded high expectations of teachers and a high level of parent involvement, and who have high visibility in the building and exhibit strong leadership, have experienced the most success in resolving student discipline problems.

QUESTIONS:

This past year, the Department of School Operations has worked to systematize discipline procedures in all schools, including accuracy in reporting suspensions, development of school-based rules and encouraging the use of alternatives to suspension. There continued to be, however, widespread inconsistencies in the administration of the Code of Discipline and possible inaccurate reporting of suspensions by some schools. Is the Code of Discipline being consistently enforced, especially regarding suspension rates and alternatives to suspensions?

FINDINGS:

There did appear to be some improvement in the consistent administration of the Code of Discipline. Schools that have in the past suspended high numbers of students, like Charlestown High and Edwards Middle, have been told by the Department of School Operations to reduce their suspension rates; this is reflected in suspension rates for 1983-1984. Some of these schools are now developing alternatives to suspension. (See individual school reports).

Administrators at some schools, most notably Charlestown High, complained that the pressure to lower their suspension rates, coupled with few placements in alternative school programs and the lack of resources to develop alternatives, has thwarted their efforts to establish an orderly and controlled environment. Without proper alternatives, they argued, suspension as a disciplinary measure must be used frequently and consistently.

However, suspension, as defined by the Code of Discipline, should only be used as a last resort. School administrators should be able to provide their students with a safe and orderly learning environment. Rather than continually resort to suspension as a disciplinary consequence for rules infractions, schools need to continue to develop

alternatives to suspension (for example, detention, parent conference, restitution, counseling, remedial tutoring, in-school suspension) and to develop sound educational programs. Those school administrators who feel inhibited by the Code of Discipline might want to observe the constructive changes in discipline policies at the Gavin and Edwards Middle Schools.

Second, the previous monitoring report stated that the lengthy and cumbersome Code of Discipline could lead to misinterpretation by administrators and students and thus cause inconsistencies in the administration of discipline. It was recommended that the Code be revised to a shorter and more understandable version. The Department of School Operations and the Boston School Committee's subcommittee on student safety are currently reviewing and revising the Code and will distribute a short version of the Code to students at the beginning of next school year. This should help students and administrators better understand school rules and student responsibilities in the coming year. This will help to increase consistency in administering discipline within the spirit and guidelines of the Code.

Third, the Department of School Operations is considering the possibility of reviewing school-based rules in the spring (instead of in the fall) and issuing them at the beginning of the year. This office has also recommended that the duties of the review committee for school-based rules be expanded to include a review of school climate and discipline problems. At the high school level, this committee would meet regularly with the newly forming Communication Boards. While this proposal could lead to increased involvement and cooperation among students, parents, faculty and administrators, it must be noted that many review committees this year had poor representation, sparse attendance and little decision making power. The effectiveness of these committees will depend in large part on the administrator's commitment to this democratic process.

Fourth, closer monitoring by the Department of School Operations and the Deparment of Safety and Security does seem to have encouraged more consistent reporting of suspensions, although this observation cannot be easily verified. Deputy Superintendent Peterkin does admit that some administrators send students home to "cool off" without recording it as a suspension, using the rationale that "it is a tool to reduce conflict and tension ... and allows students an ability to rebound without penalty." Dr. Peterkin does give the assurance, though, that headmasters

and principals have been informed that all suspensions must be recorded and reported.

Fifth, The Department of School Operations has recommended that an Oversight Committee be established in each district and at a city-wide level. These committees would insure consistent city-wide implementation of discipline policies, examine controversial disciplinary matters, and review consistent application of current rules. This could be an effective body in establishing constructive school discipline policies and procedures.

Most importantly, Boston, in a draft response to the Safe Schools Commission Report, has proposed several modifications to Boston's overall safety and security plan. (See Appendix) Specific proposals already mentioned in this report -- the behavior management teams, Boston Human Services Collaborative, alternative schools development plan, revision of the Code of Discipline, review committees in each school and Oversight Committees in each district -- are key components of this plan. The plan, if enacted and given proper funding and administrative support, could be instrumental in establishing constructive and uniform city-wide discipline policies. However, it must be noted that these proposals are still in a formative stage and have not yet been assured proper funding for next year. Future monitoring will examine the progress of approval and implementation of this plan.

QUESTION:

Of those schools identified in the first 2 monitoring reports as having either high suspension rates or significant disproportionate suspensions by race, what steps is Boston taking to identify causes for these problems and to identify solutions? Can the success of any of these solutions be documented? What alternatives could these schools employ?

PROCESS:

Thirteen schools that had high and/or disproportionate suspensions by race were monitored on- site. Visits to four schools -- Charlestown High, Boston Latin, English High and Edwards Middle -- were follow-up visits to ascertain what success, if any, that newly appointed administrators and programs implemented in the fall have had on improving discipline problems within each school. Monitoring at these schools consisted of interviews with the headmaster and assistant headmaster.

The following 9 schools were visited for the first time:

East Boston High School
Mario Umana Harbor School
Jamaica Plain High School
Gavin Middle School
Michaelangleo Middle School
Curley Middle School
Roosevelt Middle School
Eliot Elementary School
McKay Elementary School

Visits included interviews with administrators and teachers, and in some schools, students. These schools were visited to determine school factors (for example, school climate, staff attitudes and disciplinary procedures) that contributed to the suspension rates.

FINDINGS:

CHARLESTOWN HIGH SCHOOL

Last school year, Charlestown High School had the highest suspension rate in the system because of a policy of uspending students who cut classes, were tardy or disrupted the classroom without first exploring all alternatives to suspension. New programs such as the Teacher Advisory Program (TAP) and a counseling program for students returning from suspension, along with the assignment of a new Hispanic assistant headmaster, have helped to address existing discipline problems.

The follow-up visit revealed that programmatic and discipline policy changes have significantly improved the administration of discipline and lowered the suspension rate. Administrators attributed these improvements to greater parent-school cooperation and to student participation in the TAP, counseling and work/study programs. Next year, the administration plans a ninth grade cluster program of intensive study in basic skills and study skills in order to address the present 6.3 average reading level of incoming ninth graders. The school also was the first high school to implement a Communication Board (see student organizations report) which focuses on improving school climate. Finally, the presence of Assistant Headmaster Vasquez has helped direct discipline policies toward preventing and correcting disruptive behavior rather than solely punishing behavior. He has been instrumental in building sound educational programs and academic and counseling support services.

However, administrators noted that lack of staff stability, difficulties in securing placements for students in

alternative programs, and the lengthy process of referring students to both special education and alternative programs have all hindered their efforts to establish an orderly learning environment. The school needs to continue to develop alternatives to suspension (possibly an in-school suspension program or a school-within-school) while establishing more formal linkages to alternative programs, specifically Boston Prep.

BOSTON LATIN SCHOOL

Last year, Boston Latin School suspended Black students 2 1/2 times the expected rate (see Special Desegregation Issues report in the Report No. 2, Boston School Desegregation report). A Black Assistant Headmaster, Mr. Leonard, was appointed to identify causes for this rate and to implement program changes.

At a follow-up interview, Headmaster Contompassis noted that Assistant Headmaster Leonard had created significant changes in the administration of discipline. Mr. Leonard has accelerated the referral process for students with discipline problems, increased parent participation in this process, and built a rapport with many of the younger Black students. His continuous presence in the halls has diffused potential discipline problems. However, it was noted that Boston Latin School continued to suspend Black students at 2 1/2 times the expected rate (although there were only 18 suspensions in the first semester). This could stem, as Headmaster Contompassis noted, from the need for additional academic and counseling support services and the confrontational approach to behavior management by some teachers.

ENGLISH HIGH SCHOOL

Last year, English High had the second highest suspension rate in the system because of the difficulty of monitoring the building and high teacher absenteeism. The appointment of 2 Black administrators and the creation of the Fenway School and the ninth grade cluster program were all cited as attempts to address the overwhelming discipline problems. It was recommended in the previous monitoring report that additional alternative programs be created to establish a more manageable environment.

This year, Alternative Schools Director Smith has planned a restructuring of English High into 4 smaller schools -- Cluster Program, Traditional Program, Fenway Program and Magnet Arts Program -- based on "the school-within-school" concept, which offers the advantages of a small school environment, a demanding basic skills/college preparatory curriculum, and more program options to students. This structure should foster a more manageable school environment and a sense of programmatic identity for students.

EDWARDS MIDDLE SCHOOL

Last year, the Edwards Middle had the highest suspension rate for middle schools. A new Black Headmaster, Mr. Thomas, was appointed this year, and his fair approach to discipline was viewed by staff and students as a factor in bringing order to the school.

The follow-up visit revealed that alternatives to suspension, created since September, have greatly aided in the administration of discipline and in lowering the suspension rate. A Planning Center has been established where a student may be sent for a time range of 1 period up to several days. Parent conferences and home visits are regularly held. Remedial math classes have been created for those students performing below grade level. And clear behavioral and academic expectations have been given to over age, repeating students. This school will continue to be monitored, though, because it has suspended Black students at twice the expected rate.

EAST BOSTON HIGH SCHOOL

East Boston High was cited as having suspended Black students at twice the expected rate last year, although the overall suspension rate was very low. Headmaster Poto stated that the reason for this rate was that Black students had more social and economic problems than the Italian students, and therefore had proportionately more discipline problems.

Discipline procedures at the school require a high degree of teacher involvement, parent contact and administrative communication. Students and parents receive written notice of any disciplinary consequences given to a student. The administrative philosophy towards discipline is one of "prevention and communication" rather than only punishment. A school psychologist, a remedial reading program and a work/study program all contribute to prevention of discipline problems. The administration is

also considering including basic skills and study skills in its curriculum for next year to address the students' lack of basic skills and corresponding discipline problems. An in-school suspension program is also being considered.

However, few support services exist in the school. In addition, most Black students are reluctant to go to human service agencies in East Boston. This could be a contributing factor to the disproportionate suspension rate of Black students. The school should consider increased counseling services in school and linkages with social service agencies in the neighborhoods of attending Black students.

JAMAICA PLAIN HIGH SCHOOL

Jamaica Plain High had the third highest suspension rate in 1982-1983 and suspended Black students at a significantly higher rate than White students. Headmaster Johnson cited the large turnover in staff 2 years ago and the resulting lack of staff cohesion last year as the reason for these rates.

Monitoring revealed that there is a wide range of support services available for student referral, including a teen parenting program, a school volunteers peer tutorial program, a theatre/arts program and a Simmons College tutorial program. The Private Industry Council places a large number of students in jobs and has a follow-up component that ensures a high success rate. The school also employs other alternatives to suspension, including parent contact, detention, extra assignments and an in-school suspension program, where students receive remedial academic assistance and counseling in an isolated classroom. These support services, alternatives to suspension, and recent staff stability will hopefully improve the suspension rates.

MARIO UMANA HARBOR SCHOOL

The Mario Umana Harbor School suspended Black students at a significantly higher rate than White students in 1982-1983. Poor teacher attendance, lack of security officers, lack of alternative programs for student referral, and the reluctance of Black students to use social service agencies in East Boston were all cited as reasons for this rate.

This year, a higher teacher attendance rate and the addition of a security officer have helped to prevent students from wandering the halls. A half-time parent coordinator has increased parent involvement, and Northeastern University

and School Volunteers provide tutoring and remedial reading programs.

However, the administration must address the reluctance of Black students to use services in East Boston by creating additional support services in the school or linking with social service agencies in the neighborhoods of attending Black students. There also seems to be considerably more grafitti than in other schools, possibly indicating a need for greater control over students in the halls.

CURLEY MIDDLE SCHOOL

The Curley Middle School suspended Black students at a significantly higher rate than White students last year. Staff cited the lack of leadership and resulting low teacher morale as the reason for this rate.

Headmaster Lowe was appointed to the school last year. She has made substantial programmatic changes to build a constructive educational environment. Students are now clustered by skills levels into 4 groups. A reading specialist who provides remedial skills to students is assigned to each grade. Detention, referrals, parent conferences and restitution are all regularly used as alternatives to suspension. In addition, the Curley School will be one of the 17 schools served this coming year by the Human Services Collaborative. These changes, along with higher expectations of teachers and improved teacher morale, have significantly improved student discipline problems.

GAVIN MIDDLE SCHOOL

Last year, the Gavin Middle School had a high suspension rate and a disproportionate suspension rate for Black students. Staff stated that a lack of leadership and low teacher morale caused many discipline problems including a large number of fights. Few support services in the school and only one Black teacher on staff contributed to these problems.

This year, a new Headmaster, Mr. Lee, and new Assistant Headmaster Stephens have considerably improved student discipline. The number of Black teachers has increased to 8. Mr. Stephens has established a structured discipline program that requires high teacher involvement and consistent parent contact. All discipline interactions with students and all faculty and administrative actions are documented. A model comprehensive support services delivery system has been created and is coordinated by a social

worker. This person has helped to establish support services in school and linkages with community agencies. And a student services team meets every other week to discuss all referrals to the social services coordinator.

MICHELANGELO MIDDLE SCHOOL

The Michelangelo Middle School had the fourth highest suspension rate for middle schools last year and suspended Black students at a disproportionately high rate. Lack of leadership and resulting discipline problems were cited by staff as the cause for these rates.

This year, a new headmaster has emphasized the development of a sound curriculum, stating that "good teaching is paramount to good discipline." Faculty meetings have been held on behavior management and study skills. Teachers are now expected to handle most behavior problems in class. The small school setting also contributes to an orderly school climate. However, the school needs to develop more alternatives to suspension (e.g., an in-school suspension program) for students who are discipline problems and address the reluctance of Black parents to come to the school for parent conferences.

ROOSEVELT MIDDLE SCHOOL

Last year, the Roosevelt Middle School had the second highest suspension rate and suspended Black students at a disproportionately high rate. Staff instability was cited as a reason for these rates. Headmaster Gillis, appointed last year, stated that 5 teachers accounted for 341 days of absence. Spillover of neighborhood crime, a lack of alternative middle school programs, and the elimination of an in-school suspension program because of funding cutbacks contributed to this problem.

Headmaster Gillis has replaced the 5 teachers and now has a stable staff. He cites an increase in student and teacher attendance as an indicator of a safer environment. However, classroom management and low-teacher morale were still cited as problems. Few alternatives to suspension are used, and there seemed to be a lack of communication between administrators and a resulting lack of focus to discipline policies. Community crime spillover continues to be a problem and the entire building is badly in need of repair.

ELIOT ELEMENTARY SCHOOL

The Eliot Elementary School had the second highest suspension rate for elementary schools last year. Lack of leadership, inappropriate placement of students in classes, students wandering in the halls and a confrontational approach to disciplining Black students by some White teachers were all cited as reasons for this rate.

This year, a new Headmaster, Ms. Fahey, has established a sound educational program and new curricula in reading, penmanship, English and math. This curriculum, emphasizing basic skills development, has contributed to orderly classroom environments. The entire staff regularly discusses issues of classroom management and specific students who are discipline problems. Students who were inappropriately placed in classes have been reassigned to other classes or transferred to a special education setting. The headmaster has a high degree of visibility in the building. Also, a high level of parent involvement has been achieved through the efforts of a one-half time parent coordinator. These changes have resulted in fewer discipline problems and a more positive approach to those problems that exist.

MCKAY ELEMENTARY SCHOOL

Last year, the McKay Elementary School had the highest suspension rate of any elementary school. The headmaster stated that these rates resulted from his attempt to bring order to the school in his first year. The elimination of many programs such as art, music, and reading and math labs contributed to discipline problems.

Headmaster Yarborough takes a sensitive and caring approach to student discipline and often visits students' homes. He has also focused much attention on raising the reading scores of students. However, the school needs help to address discipline problems more systematically (the monitor observed students dancing and wandering in the halls) and employ additional alternatives to suspension. These observations are confirmed by the school's continuing high suspension rate this year.

COMMENDATIONS

The Department ofSchool Operations should be commended for their continuing efforts to systematize discipline procedures, improve consistency in the adherence to the Code of Discipline, encourage the creation of alternatives to

suspension, and lower suspension rates systemwide. Director of Alternative Programs Smith is also to be commended for his continuing efforts to create alternative programs for all students, and especially for his efforts in the reorganization of English High School.

Finally, the new administrators at Edwards Middle, Curley Middle, Gavin Middle, Eliot Elementary, Boston Latin and Charlestown High should be commended for improving student discipline at those schools.

RECOMMENDATIONS

In addition to the following recommendations, all proposed plans in this report will be monitored in the next monitoring period.

1. Black and Hispanic administrators and teachers should continue to be appointed where needed. Specifically, there is a need for a Black or Hispanic administrator at Roosevelt Middle School and Black and Hispanic teachers at the Umana School.

2. Boston should continue to provide resources to schools to develop support services and other alternatives to suspension. Specifically, the creation of a school-within-school alternative program or in-school suspension program at Charlestown High should be considered. Continued support for the Boston Human Services Collaborative should be provided. The Collaborative should consider providing services to Black students at East Boston High and the Umana School and to all students at the Roosevelt Middle and McKay Elementary.

3. Alternative programs for students who are not succeeding in regular school programs, specifically at the middle school level, should continue to be created.

4. Parent outreach strategies centered around student discipline issues should be intensified. These efforts should be targeted at the high school level and developed in collaboration with Citywide Parents Council.

5. Means to quicken the referral process for both alternative program and special education placements should be explored.

6. Needed building repair and lighting to the Roosevelt Middle School should be provided.

7. Remediation programs to complement new promotional requirements should be developed.

EXPLANATION OF SUSPENSION RATES CHARTS

The chart prepared for this analysis includes the following information:

COLUMN:

A — All Boston schools at that particular level (Latin Academy, Latin School, and Umana include grades 7-12; the others grades 9-12).

B — Number of Black students, followed by Black percent of total enrollment.

C — Number of suspensions of Black students, followed by Black percent of all suspensions.

D — Percent of Black suspensions divided by percent of Black students (1.00 would indicate that Black students are suspended at exactly the rate that their proportion of total enrollment would predict, while 2.00 would indicate suspensions at double the expected rate, and .5, at half the expected rate).

E-G — Same information as B-D, for white students.

H-J — Same information as B-D, for other minority students.

K — Total enrollment of each school.

L — Total suspensions for each school.

M — Total suspensions divided by total enrollment; this is a measure of how frequently suspensions are necessary or resorted to (only closer analysis can determine whether suspensions are resorted to with excessive - or insufficient - frequency).

All suspension data was for the first semester of the 1983-1984 school year.

ANALYSIS OF HIGH SCHOOL SUSPENSIONS BY RACE FOR THE PERIOD OF SEPT.'83 TO JAN.'84

SCHOOL	B Black	C Black	D Black	E White	F White	G White	H Other	I Other	J Other	K Total	L Total	N Total
Brighton High	431 40	147 71	1.78	181 17	15 7	0.41	468 43	44 22	0.51	1080	206	0.19
Jamaica Plain High	471 51	109 69	1.35	149 16	9 6	0.38	295 32	29 25	0.78	918	157	0.17
West Roxbury High	735 59	33 50	0.85	444 36	30 45	1.25	65 5	3 5	1.00	1247	66	0.05
Hyde Park High	738 75	21 100	1.33	212 22	0 0	0.00	29 3	0 0	0.00	979	21	0.02
Jeremiah E. Burke High	508 80	69 79	0.99	72 11	4 5	0.45	54 8	14 16	2.00	634	87	0.14
Dorchester High	546 69	24 86	1.25	123 16	0 0	0.00	118 15	4 14	0.93	787	28	0.04
South Boston High	393 44	61 73	1.66	256 28	17 20	0.71	262 28	6 7	0.25	901	84	0.09
Charlestown High	381 40	206 79	1.98	156 16	24 6	0.38	421 44	30 15	0.34	958	260	0.27
East Boston High	222 23	21 40	1.74	679 70	31 58	0.83	67 7	1 2	0.29	968	53	0.05
Boston High	400 56	18 90	1.61	150 21	0 0	0.00	166 23	2 10	0.43	716	20	0.03
Boston Latin Academy	425 36	19 49	1.36	601 51	19 49	0.96	155 13	1 2	0.15	1181	39	0.03
Boston Latin School	464 21	10 56	2.67	1315 60	8 44	0.73	295 18	0 0	0.00	2174	18	0.01
Boston Technical High	526 49	21 84	1.71	272 25	3 12	0.48	270 24	1 4	0.17	1068	25	0.02
Copley Square High	291 55	3 100	1.82	132 25	0 0	0.00	104 20	0 0	0.00	527	3	0.01
English High	976 63	120 78	1.24	305 20	20 13	0.65	258 16	13 9	0.56	1539	153	0.10
Madison Park High	1127 59	147 66	1.12	415 22	44 20	0.91	379 20	33 14	0.70	1921	224	0.12
Umana School	529 54	43 61	1.13	247 25	17 24	0.96	208 21	10 15	0.71	984	70	0.07

ANALYSIS OF MIDDLE SCHOOL SUSPENSIONS BY RACE FOR THE PERIOD OF SEPT. '83 TO JAN. '84

School	B Black	C Black	D Black	E White	F White	G White	H Other	I Other	J Other	K Total	L Total	M Total
	151	11		110	1		291	7				
Edison	27	58	2.15	20	5	0.25	52	37	0.71	552	19	0.03
	173	2		124	0		256	2				
Taft	31	50	1.61	22	0	0.00	46	50	1.09	553	4	0.01
	284	60		100	13		280	34				
Curley	43	56	1.30	15	12	0.80	42	32	0.76	664	107	0.16
	134	17		40	3		33	2				
Lewis	65	77	1.18	19	14	0.74	16	9	0.56	207	22	0.11
	129	36		36	3		122	15				
Roosevelt	45	67	1.49	13	6	0.46	42	28	0.67	287	54	0.19
	303	76		209	3		152	7				
Irving	46	85	1.85	31	3	0.10	23	8	0.35	664	89	0.13
	299	47		81	4		12	1				
Lewenberg	76	90	1.18	21	8	0.38	4	2	0.50	392	52	0.13
	207	12		69	1		27	4		27	4	
Shaw	68	71	1.04	23	6	0.26	8	24	3.00	303	17	0.06
	407	9		180	0		22	0				
Rogers	67	100	1.49	30	0	0.00	3	0	0.00	609	9	0.01
	349	33		54	0		13	5				
Thompson	84	87	1.04	13	0	0.00	3	13	4.33	416	38	0.09
	663	31		114	5		240	11				
Cleveland	65	66	1.08	11	11	1.00	23	23	0.65	1017	47	0.05
	289			70			21					
Holmes	76			18			5			380		
	546	19		87	0		33	0				
Wilson	82	100	1.22	13	0	0.00	4	0	0.00	666	19	0.03

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School	B Black	C Black	D Black	E White	F White	G White	H Other	I Other	J Other	K Total	L Total	M Total
	226	4		97	8		54	5				
Dearborn	60	24	0.40	26	47	1.81	15	29	1.93	377	17	0.05
	211	11		220	11		82	4				
Gavin	41	42	0.66	43	42	0.98	17	14	0.88	513	26	0.05
	155	10		265	18		162	9				
McCormack	27	27	1.00	46	49	1.07	28	24	0.86	582	37	0.06
	134	30		86	7		284	18				
Edwards	27	55	2.03	17	13	0.76	56	32	0.33	504	55	0.11
	91	16		27	1		113	8				
Michaelangelo	39	64	1.64	12	4	0.33	49	32	0.65	231	25	0.11
	234	80		64	19		178	29				
Timilty	49	63	1.29	13	15	1.15	37	22	0.62	476	128	0.27
	20	0		504	69		81	8				
Barnes	3	0	0.00	83	90	1.07	14	10	0.79	605	77	0.13
	2	3		116	25		8	0				
Cheverus	2	11	5.50	92	89	0.97	6	0	0.00	126	28	0.22
	296	17		100	0		119	2				
King	57	89	1.56	19	0	0.00	23	11	0.48	515	19	0.04
	242	142		112	29		115	17				
Mackey	52	76	1.44	24	13	0.63	24	11	0.38	469	188	0.40
	190	10		83	3		73	5				
Wheatley	55	56	1.02	24	17	0.71	21	27	1.33	346	18	0.05

ANALYSIS OF ELEMENTARY SCHOOL SUSPENSIONS BY RACE FOR THE PERIOD OF SEPT. '83 TO JAN. '84

School	B Black	C Black	D Black	E White	F White	G White	H Other	I Other	J Other	K Total	L Total	M Total
	159	11		58	0		288	4				
Tobin	31	74	2.39	11	0	0.00	57	26	0.46	505	15	0.03
	78	10		52	0		30	0				
Manning	49	100	2.04	33	0	0.00	19	0	0.00	160	10	0.06
	98	10		55	1		6	0				
Beethoven	62	91	1.47	35	9	0.26	4	0	0.00	159	11	0.07
	293	21		78	1		35	0				
Lee	72	95	1.32	19	5	0.26	8	0	0.00	406	22	0.05
	115	8		46	0		13	0				
Mozart	66	100	1.52	26	0	0.00	7	0	0.00	174	8	0.05
	254	7		115	0		20	0				
E. Greenwood	65	100	1.54	30	0	0.00	6	0	0.00	389	7	0.02
	133	4		20	0		14	0				
Endicott	80	100	1.25	12	0	0.00	8	0	0.00	167	4	0.02
	508	6		139	2		27	0				
Murphy	75	75	1.00	21	25	1.19	4	0	0.00	674	8	0.01
	90	11		31	0		71	0				
Eliot	47	100	2.13	16	0	0.00	37	0	0.00	192	11	0.06
	110	16		126	0		157	0				
Prescott	28	100	3.57	32	0	0.00	40	0	0.00	393	16	0.04
	268	44		133	4		83	1				
McKay	55	90	1.64	27	8	0.30	18	2	0.11	484	49	0.10

-785-

REPORT NO.3

ON

BOSTON SCHOOL DESEGREGATION

OF

STUDENT DICIPLINE

APPENDICES

VOLUME II

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

March 29, 1984

Dr. Robert Peterkin
Deputy Superintendent, School Operations
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Dr. Peterkin:

As you know, we are beginning our third cycle of monitoring progress of desegregation in Boston Public Schools.

To assist us in that process, we request personnel in the Boston Public Schools to provide a formal response to the student discipline findings and recommendations contained in Volume I and II of the Department of Education's Report No. 2 on Boston Desegregation as well as steps being taken to initiate a modification to the Amalgamation Plan to replace the Racial-Ethnic Student Councils with Communication Boards in all high schools. We would appreciate your submitting a written resonse to the Greater Boston Regional Education Center (GBREC) by April 13, 1984.

Department staff will review your response to the report and documentation of progress. Also, as you are aware, Dan French of GBREC together with Frank Banks will continiue to visit schools that have had high and/or racially disproportionate suspension rates.

We look forward to your continued assistance and cooperation. If you have any questions regarding this process, please contact Dan French at GBREC.

Sincerely,

Marlene Godfrey

Marlene Godfrey
Regional Center Director

James Case
Associate Commissioner
Division of Curriculum and
Instruction

/mw

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

April 13, 1984

Ms. Marlene Godfrey
Regional Center Director
Greater Boston Regional Education Center
27 Cedar Street
Wellesley, Massachusetts 02181

Dear Ms. Godfrey:

Thank you for your letter of March 29, 1984 wherein you request a response to the student discipline findings and recommendations of Volumes I and II of the Department of Education's Report Number II in Boston's Desegregation.

In general I would indicate to you that student discipline in the Boston Public Schools has improved considerably over 1982-83. The attached quarterly report on suspension statistics reveals significant reduction in suspensions and incidents in all categories with the exception of possession of dangerous weapons. The increase in this latter category can be attributed to greater vigilance and greater cooperation among students and staff with respect to the reporting of weapons. In addition the Office of the Deputy Superintendent, School Operations has worked with administrators to create consistent implementation of the Code of Discipline and reporting of incidents. The quality of school-based rules has improved significantly this year and suspendable offenses have been removed from those rules. Finally the Boston Public Schools cooperated with the Safe Schools Commission to produce a set of recommendations for the improvement of school climate in schools, especially secondary schools.

In response to the specific recommendations made on page 533 of Volume II of your report I offer the following:

1. The Boston Public Schools has significantly increased the number of minority administrators. This was in recognition of the changing population in our schools as well as a recognition of the various minority groups now represented. Please note the following:

a) The first Asian-American Principal was appointed to the Patrick Kennedy School.
b) The second Hispanic Principal was appointed at the Manassah Bradley School.
c) Hispanic Assistant Principals were appointed at the Gardner, Trotter and Blackstone Schools. The first Hispanic Assistant Headmaster was appointed at Charlestown High School.
d) A Black Principal was appointed at the Edwards Middle School, contributing to the improvement in student discipline and school climate at that school.
e) Black Assistant Headmasters were appointed at Boston Latin School and Boston Latin Academy.

2. A proposal has been put before the Superintendent and School Committee for the creation of two teams of Boston teachers proficient in Positive Approaches to Discipline and Reality Therapy. These teams would establish residency in schools for a period of two weeks to a month to determine a plan for the improvement of student discipline and to teach intervention techniques. In addition a general in-service is proposed for schools at the beginning of the year to deal with these topics.

3. I cannot comment on the case load of guidance counselors as indicated in the recommendations.

4. The Boston Student Human Services Collaborative was established this fall to provide additional support services for students. This program will be piloted in 17 schools this spring in order to bring community agency resources to bear upon the academic and social problems of students. The successes of this program, combined with the individual relationship schools currently have with community agencies, should assist these students.

5. As indicated in your own report, new alternative programs were opened at English High School (Fenway Program) and the Martin Luther King Middle School (New Horizons Academy) this year. In addition Boston Prep was supported for a second year. Much of the year was spent by Sid Smith, Director of Alternative Programs, establishing these programs and gaining a greater base in the Chicago Mastery Learning Concept which serves as the basis for the academic program in the alternative schools.

It is the proposition of this office to work with middle school principals and headmasters next year in the creation of additional alternative programs for these levels. Much of the efforts this year have centered around English High School, which will be discussed later.

6. In general class size in the Boston Public Schools is determined by a teacher contract. Average class size in the Boston Public Schools is well below the maximum allowed. It has been the policy of the Boston Public Schools, and continues to be the policy, to provide additional teachers where student population warrants.

7. Additional funds have been made available in the proposed FY 85 budget to provide for textbooks and materials in every school.

8. Significant effort on the part of principals and teachers goes into creating parent outreach programs in our schools. Both the School-Based Management Program and the Boston School Improvement Program work tirelessly to include parents on their planning councils. The Office of the Deputy Superintendent/School Operations and that of the Special Assistant to the Superintendent have worked this year to support the efforts of the Citywide Parents Council in the establishment of School Parent Councils. This office will continue to support these efforts as well as the Home and School Association.

9. Please be advised that I have no intention of ending the policy of disciplinary procedure into district transfers. I have done a review of this process this year and find that disciplinary transfers are one of many items in a repertoire to respond to the very real needs of students. Analysis of students transferred this year show that those who do remain in the Boston Public Schools are successful. While I agree that this procedure needs to be monitored carefully, and my office and that of John Coakley do attempt to do just that, I will continue to discreetly use disciplinary transfer procedure to provide a second chance for students.

I have worked with Community Superintendents and Headmasters to insure greater coordination and communication concerning disciplinary transfers. In this fashion it is hoped that students will be afforded a clear alternative to continued disruptive behavior.

10. The Code of Discipline, once reviewed and revised this spring, will be printed this summer for distribution at the beginning of the year. It is my recommendation to the School Committee that the Code of Discipline be shortened to one or two pages and distributed in all of the languages which our students speak.

11. We are currently examining the possibility of reviewing school-based rules in the spring and issuing them at the beginning of the year. Ronald Spratling of my office is heading up that effort and we should make a decision on that in the very near future.

12. With respect to alternatives to discipline, I refer you to the above statements wherein I address the issues of in-school alternatives, training and intervention techniques as well as the reinstitution of student planning centers proposed for next year.

13. Please be advised that I am in the process of revising the Code of Discipline. In addition the Boston School Committee's subcommittee on student safety is reviewing the Code of Discipline with an agenda towards reducing its complexity. The outcome of these recommendations will be a shortened version of the Code of Discipline which will be clear, concise and practical.

14. I have worked with Community Superintendents, Principals and the Department of Safety Services to insure adequate reporting of suspensions and adequate handling of disciplinary cases. Principals and Headmasters are reluctant to give up the practice of sending students without suspension since they feel it is a tool to reduce conflict and tension between administrators and students and allows students an ability to rebound without penalty. However, Principals and Headmasters have been ordered to follow the Code of Discipline and to mete out suspensions where necessary. Please be advised that the philosophy of Boston Public Schools continues to be to use suspension as a last resort.

15. The Boston Public Schools recently developed a promotional policy and accompanying graduation requirements. Deputy Superintendent Oliver Lancaster is currently examining the remediation and implementation phase designed to address these new standards. It is our intention to develop the necessary remediation opportunities for students so that repeating grades is not their only option.

16. Please find attached information on restructuing of English High School which is currently before the Boston School Committee. In this effort English High School will become the "hard work high school" and will contain four schools within a school. This restructuring of English High School is designed to create smaller units within the tower facility and to allow for greater student/teacher contact.

I trust that the above has provided some information on the concerns which you raise. In addition I have attached my draft response to my findings to the Safe Schools Commission wherein many of my recommendations for discipline are included.

If you have any questions please call me at 726-6200, extension 5330.

Sincerely,

Robert S. Peterkin
Deputy Superintendent
School Operations

RSP:hkl

attachments

copy: Robert Spillane
John Coakley
Ronald Spratling

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

DRAFT

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
FOR SCHOOL OPERATIONS
26 COURT STREET

MEMORANDUM

To: Robert R. Spillane, Superintendent

From: Robert S. Peterkin, Deputy Superintendent, School Operations

Date: March 5, 1984

Re: Response to the Report of the Safe Schools Commission and Recommendations for Modification of the Code of Discipline

In January I shared my initial thoughts on the report of the Safe Schools Commission with you and the School Committee. At that time I indicated that the results of the efforts of the Safe Schools Commission were consistent with my experience over the past two years. As I indicated then, the Commission has told us what we already know: that is, any violence and fear of violence is unacceptable at any level. The Commission is also accurate in that violence and the fear of violence are not solely the province of the Boston Public Schools, rather they are indicators of the ills of urban society. Nevertheless our students and staff are victims who deserve our utmost protection.

Having had the opportunity to analyze the findings, as well as the opportunity to talk with Safe Schools Commission members and their staff as well as with students, teachers and administrators, I am prepared to make additional recommendations to you at this time for modifications in our overall safety and security plan as well as to the Code of Discipline.

CREATION OF A SAFE SCHOOL CLIMATE -

The Boston Public Schools must be dedicated to the provision of a safe school climate for its students and staff. A safe school climate is a necessary foundation to the enhancement of quality educational programs.

In defining and establishing a safe school climate, it is necessary to identify what problems exist inside and outside of the school. Inside the school teachers, administrators and security personnel have the responsibility of working with students to provide a safe school climate free of fear and violence. It is the responsibility of administrators to develop a plan for this climate and to mobilize the entire school community to successfully implement that plan.

Of equal importance is to identify the factors contributing to the problems of a safe school climate by outside influences. That is, the disruptive factors which exist in the community surrounding the school where those communities from where students are drawn to assess or impact on school climate. While the school community has part of the responsibility for this effort, the police in the greater community bear a greater responsibility for protecting the school and its occupants. Only in collaborative fashion can the school, which does not exist in isolation from the rest of society, begin to provide a positive climate for its students.

Finally the media must assist the school system by being sensitive to the sensational aspects of current reporting and to recognize the impact their reporting has on young adults. Despite the findings enlisted in the report, the sensational atmosphere around its release only highlights the problem that school officials have indicated over the past few years concerning media reporting. The media must be sensitive to their relationship with the schools if we are to profit from their coverage.

SPECIFIC RECOMMENDATIONS -

1. Shorten version of the Code of Discipline - Please find attached a recommended short version of the Code of Discipline. This copy differs from that offered by the Commission, and the one currently in use in the Boston Public Schools, in that it has been devised to eliminate unnecessary educational and legal jargon (except where absolutely necessary) and has been analyzed on the readability index of the Degrees of Reading Power Scale (where it scored at 62). This shortened version of the Code of Discipline would be issued to all students and translated into Spanish and Chinese. In cooperation with the Citywide Parents Council, we would take the responsibility to communicate this version of the Code of Discipline to parents of Boston school children.

   It is anticipated that the communication with students and parents would go in the form of a packet on disciplinary procedures at the individual schools. In the fall of each year the school system and the Citywide Parents Council would commit itself to mailing home information on (a) the short version of the Code of Discipline, (b) school-based rules (which have greatly improved over this year and are important to the creation of disciplinary procedures on the elementary level) and information on school officials who will be responsible for discipline in the particular school. It should be noted that the current version of the Code of Discipline, with changes approved by the School Committee this year, will still be a legal document within the framework of the Boston Public Schools but would be used as a reference document rather than an everyday tool. All information would be posted in each and every Boston Public School.

The development and use of school-based rules has improved significantly in this academic year. The school-based rules, as mentioned above, are particularly important at the elementary level where alternatives to discipline are difficult to maintain due to the continuous work schedule of teachers. Rescheduling of elementary schools to free teachers to handle in-school suspensions or other alternatives to a suspension could be tried. A modification of the Schools Without Failure/Positive Approach to Discipline Program will be recommended herein to focus on elementary schools.

I recommend that the committee formed to review and revise the school-based rules be expanded to assume the oversight role as recommended by the Safe Schools Commission. In this fashion those responsible for developing the local code of behavior including teachers, students, parents and administrators would be responsible for overseeing the fair application and use of those rules.

2. ALTERNATIVES TO SUSPENSION -

The recommendation by the Safe Schools Commission for the increase of alternatives to suspension was already an objective of my office and the School Department for this academic year. The Fenway Program at English High School, the New Horizons Program at the King Middle School and the expanded Boston Prep are evidence of the School Department's commitment to providing alternative educational programs for its students. All three programs are currently oversubscribed and experiencing a great deal of success. In addition the Director of Alternative Education has exercised supervision over existing alternative programs in the Boston Public Schools. Home Base, ACC, the Log School and Re-Cap are examples of alternative educational programs which have been and continue to be successful in the Boston Public Schools.

This year funds have been provided to schools to enable them to plan for alternative educational programs for subsequent academic years. The fruits of these programs should be presented during the current budget process and the School Committee will have to make a decision on the extent of the expansion during 1984-85.

Positive Approaches to Discipline - School Based Teams

With regard to intervention, mediation and pre-suspension activities, Boston teachers who have experience in the Schools Without Failure Program and reality therapy will be requested to work with this office to develop a plan to train staffs in individual schools; the training will include the principles of these approaches to reduce the necessity for suspension. In addition by providing administrators and teachers with enhanced skills to deal with students and their parents around the first suspension, it should be possible to reduce the repetition of suspension-causing behavior in students.

The thrust of this program would be the creation of two (2) teams, the members of which would be expert in the Schools Without Failure Program. These teams, led by a Director with two members to each team, would address the following:

a. Training, during the summer workshop period, of all Headmasters and Principals in positive approaches to discipline, reality therapy, and alternatives to suspension.

b. Training of individual school staffs - by applications, schools would contract for a training period of say, 2 days to 2 weeks depending on the size of the school and the complexity of the need. The teams would move on-site, assess the overall disciplinary situation, make recommendation, train staff and create a school climate plan which would be adopted by the school. A member of the team would return to the school in one month to evaluate the effectiveness of the implementation of the plan and assist the staff in making modifications. While all schools would be eligible, initial focus would be on elementary and middle schools. Estimate of the number of schools to be served -- 40 to 50 schools.

c. Crisis intervention -- The teams could be asked to intervene in situations where the school climate has deteriorated significantly. If the school is in crisis, the teams would work with the staff and the Department of Safety Services on a comprehensive school climate/security plan.

While the Safe Schools Commission criticizes the use of disciplinary transfers, it is my belief and that of the principals and headmasters that, appropriately used, the transfer of students who have experienced certain disciplinary problems to other schools is a viable educational tool. In this fashion students are able to start with a "clean slate" at another school. The current limitation of one such transfer a year would seem to provide some sort of protection against overuse of this device. Therefore I recommend that the disciplinary transfer process, while heavily scrutinized by the Office of the Deputy Superintendent for School Operations and the Department of Implementation, continues in effect for the future.

3. PROGRAMS FOR SUSPENDED STUDENTS -

As indicated above, the action plan for alternative education forsees the evolution of additional alternative education programs both within and outside of the schools. Community Superintendents and principals have been encouraged to develop school-within-school programs to deal with the disaffected youth in the middle and high schools. In addition the long-range plan for the school system recommends that separate facilities be

3. PROGRAMS FOR SUSPENDED STUDENTS - (Cont'd.)

maintained for wide ranges of students who would like an alternative educational experience. By accepting a wide range of students in alternative programs, the Boston Public Schools has been and should be able to avoid the "dumping" ground syndrome recognized by the Safe Schools Commission. The new alternative programs, Fenway, New Horizons, Boston Prep, while accepting disruptive and disaffected students, have also insisted upon accepting a wider range of students to provide as close to a normal school experience as possible.

4. RECORDS RESEARCH AND IMPROVED ADMINISTRATION

a) Oversight Committee - The Safe Schools Commission recommends that an Oversight Committee be established to insure consistent citywide implementation of policies on discipline. I would like to take that recommendation one step further and recommend that an Oversight Committee be established at each Community Superintendent's office. The composition of that committee would include the Community Superintendent as chairperson, Principal or Headmaster, representative from the District High School Student Advisory Council, a representative from the District Parent Council, a representative from Special Education, a parent and one human service representative from a local community agency.

The Oversight Committee in the central headquarters would be established in the Office of the Deputy Superintendent/School Operations and include the Deputy Superintendent, Special Educational representative, member of the Boston Student Advisory Council, Citywide Parent Council representative, and a member of the Boston Student Human Services Collaborative.

These groups would exist to examine controversial disciplinary matters and to review consistent application of current rules. The Oversight Committees, when discovering inconsistencies, would request that the appropriate school official reverse or amend the disciplinary decision in accordance with current policies and procedures.

b) In line with the above recommendation the Community Superintendent would exercise additional responsibility for the review and handling of cases within his/her district. Consistent with the recommendation to be made for changes in the Code of Discipline, Community Superintendents will be responsible for holding long-term suspension and expulsion hearings with respect to deadly weapons. As chairperson of the Oversight Committee the Community Superintendent would be responsible for the review and ultimate decision-making on discipline and suspensions in the district. Should the budget allow, there is a role for the person at the district office to coordinate this information for the Community Superintendent. Perhaps this role could be expanded to include some responsibility for attendance retention and other operational goals.

c) With respect to a standardized record system, it should be noted that the Office of the Deputy Superintendent/School Operations and the Department of Safety Services have begun to standardize reporting and information forms for discipline, suspensions, attendance, repeat suspensions and the like. The Department of Safety Services will review all such forms for the upcoming school year to make sure that they are appropriate for gathering pertinent information.

d) The Office of the Deputy Superintendent/School Operations will work with the Director of Informations Systems Development and the Department of Safety Services to determine the data needs for the disciplined and choose an appropriate software package or develop a program for the academic year.

e) With regard to the form for exchange of information and research on the Boston Public Schools, it is recommended that the Informal Exchange Group be continued and expanded to include persons with experience in research and analysis.

5. REVIEW COMMITTEES IN ALL SCHOOLS -

As mentioned previously my recommendation is for the committee which develops school-based rules to be expanded into a review committee to review the school's general climate, its disciplinary problems and to suggest remedy where appropriate. This committee would include students, parents, teachers, administrators and other persons chosen by the aforementioned groups. At the high school level the Review Committee would meet quarterly with the Communications Board of the Student Advisory Council to ascertain the climate of the school and its impact on students and staff.

6. BUS MONITORS -

For the school year 1984-85 we recommend the following changes:

a) That the Department provide the bus company, and therefore each driver, the very concise list of school bus rules and regulations;

b) Recommend that all drivers be oriented as to their rights and our procedures with regard to student bus safety and discipline; i.e., drivers will be informed that they do not have the right to unilaterally bar students from riding buses without appropriate referral for discipline.

c) The Code of Discipline be amended to clearly reflect the School Department and student responsibility for behavior to and from school. The Code will delineate the responsibility of Community Superintendents to hold formal hearings which may result in the denial of school-provided transportation for longer periods of time than is presently allowable.

d) We recommend that one of the following options be adopted to resolve concerns regarding the provision of bus monitors to Boston Public School buses:

1) That bus monitors be provided for elementary and middle school bus runs;

2) That funds be available to either Community Superintendents or Headmasters which they may utilize on an as needed basis to provide bus monitor coverage of particularly troublesome buses within their schools or districts.

Whichever plan is adopted it is strongly recommended that bus monitors be school personnel who are familiar with school procedure and students. Prior experience has indicated that when school personnel serve as bus monitors, difficulty on buses is promptly attended to within the schools and that student behavior changes to meet the overall school and community expectations.

e) In working with the Department of Transportation, we will develop procedures for closer cooperation between Boston School Police, MDC and Boston Police with regard to enforcing traffic regulation concerning school buses.

7. WEAPONS AND USE OF FORCE -

The Safe Schools Commission has recommended that the Code of Discipline be changed to provide that any student in possession of a dangerous weapon be expelled. They also recommend suspension for three to ten days for use in a threatening manner of any weapon and device which may be employed as a weapon. Finally they recommend the use of force or threat of force be subject to automatic suspension.

DRAFT

I concur with the Commission on their concern over the existence of weapons within our schools. I would like to recommend, however, a modification of their recommendation in that the Boston Public Schools retains responsibility for its students after expulsion; these students may return to schools within one year. Therefore I recommend the following:

a) That the General Counsel, Director of Safety Services, and Deputy Superintendent/School Operations review the list of deadly weapons and determine a list of deadly weapons according to Boston Public School definition. This is necessary because a list of deadly weapons contains some items which may not be seen as deadly weapons in our eyes; for instance, certain studded bracelets, which are currently worn by teenagers, are defined as a deadly weapon within the laws of the Commonwealth.

b) That possession of a gun and/or use of a gun, knife or deadly weapon in a threatening manner result in an automatic recommendation for expulsion.

c) That simple possession of a knife or other dangerous weapon result in a long-term suspension of ten days. That the possession of a deadly weapon as a second offense result in automatic recommendation for expulsion.

8. SECURITY IN AND AROUND SCHOOLS -

The Department of Safety Services has developed a deployment schedule which is masterful in the coverage which it provides for Boston Public Schools. These personnel are deployed based on the number of incidents reported at schools, information regarding various needs of the schools and secondary coverage provided to schools at the opening and dismissal times. In order to extend coverage in the school system, it will be necessary to expend additional funds to hire personnel. This was partially resolved this year with School Committee approval for additional officers and equipment.

The Department of Safety Services is working with the Deputy Superintenbdent for School Operations on a reorganization which will provide more adequate coverage within and outside of Boston school buildings. This reorganization parallels the recommendation of the Safe Schools Commission in that officers will come out of uniform to work in school buildings on mediation, conflict resolution and conflict prevention. The other half of the force will continue to be deployed to prevent the encroachment of outside influences on the school and to serve as security officers within the school when necessary. Combined with the training of staff and issues of conflict resolution and mediation, it is anticipated that the atmosphere within buildings will improve directly as a result of staff effort.

I have requested that Community Superintendents, Headmasters and Principals work with the Department of Safety to review and update their security plans for the schools. In these plans I have instructed that the role of the teacher as a member of the team responsible for safe schools' climate be reinforced.

Our relationship with the Boston and MBTA police continues to be very good. Over the past few years, however, the reduced man levels have impeded their response to certain school problems. It is recommended that the Mayor provide additional resources to the Boston police so that they may interact more actively with the Boston School Police.

9. THE MEDIA -

I wholeheartedly concur with the Safe Schools Commission in their recommendation that the Boston Public Schools approach the media in an effort to gain some sensitivity in school reporting. While the Commission feels that there is a balanced reporting by the media, the sensational nature of the reports on the negative incidents, especially those of violence or disruption, far outweigh the benefit of the good articles. As mentioned previously, the sensationalism around the release of the report of the Safe Schools Commission was devastating to school personnel who had substantively improved conditions. While this was a surprise to Commission staff, it was not to school staff. Perhaps the Superintendent or the School Committee could meet with the editorial boards of the media in an effort to gain more responsible and responsive reporting. This would be done not in an attempt to "cover up" problems of the schools but to make them sensitive to the issues of the impact that their reporting has on the students and staff.

10. TRAINING AND CONFLICT RESOLUTION AND COPING WITH STUDENT PROBLEMS -

As mentioned above it is anticipated that a recommendation will go to the student, Superintendent and School Committee for ongoing, onsite training of school staff in conflict resolution and coping with student problems.

The Boston Student Human Services Collaborative will be piloted in 17 schools to determine the impact that coordinated provision of services to teachers and students can have on student problems. An expansion of this program will be essential to assiting teaching staffs in coping with student problems. I will report on both prior to the end of the year.

Please review the recommendations which I have made; I will be available for any comments and/or discussion around the implementation of these recommendations.

Thank you for your cooperation.

RSP:hkl
Copy: M. Morrison
E. Lancaster
Ed Smith
Ron Spaulding
Vivian Cash

ENGLISH HIGH SCHOOL
The Hard Work High School

By Directive of the Superintendent of Schools and with the support of the School Committee, English High School will be reorganized this fall, re-establishing itself as a strong, citywide, basic skills/college preparatory option within the Boston Public Schools. As a product of an extensive and ongoing planning effort designed to upgrade the school program, English High will be characterized by the school-within-school concept, offering the advantages of small school environments, a demanding basic skills/college preparatory curriculum and programmatic options to students within the school. Each student at English High School will be a member of a small program, each with its own space and its own teaching, administrative and support staff. Ninth grade students will be enrolled in a strong Cluster Program, focusing on intensive basic skill development. Instruction will focus on the development of those reading, writing, computation and reasoning skills that are prerequisites to success in other English High programs. Students in the tenth through twelfth grades will be enrolled in one of three programs: the Traditional Program, the Fenway Program or the Magnet Arts Program, each of which will be housed in its own space at English High School.

The Cluster program is highlighted by an intensive Language Arts component, with extensive writing, reading, study skills and speech offerings and an increased emphasis on the reinforcement of these same skills in the content areas. The Traditional Program will provide a strong curriculum focused on basic skill development and preparation for college and other post-secondary education. The Traditional Program also offers a strong, three-year sequence of college preparatory communication and study skill courses designed especially for Caribbean and Latin American students. The Fenway Program will serve as a basic skills/college prep program, though it will include less traditional instructional options, making full use of community resources and concentrating on the development of the student as an independent learner. The Magnet Arts Program is accessible to students who are interested and committed to an outstanding academic program with an equally strong Commercial, Technical and Fine Art concentration, and additional offerings in Theatre and Dance.

Information and Interest Inventory: In the interest of attracting students who are committed to hard work and the particular goals of the English High School programs, the enclosed inventory is being distributed to parents and students throughout the city. The inventory is designed to provide additional information about the school's programs and to highlight the expectations of the new English High School.

If you are interested in English High, or just desire additional information, it's important that you fill out the inventory form and return it in the enclosed self-addressed, stamped envelope, by March 26. Upon receipt of the form, someone from the school will be in touch with you, to help with application procedures or provide you with additional information. Should you wish to receive additional information prior to returning the form, please feel free to call the number listed below.

The faculty and administration of English High School is excited about the new directions to be taken by the school in the fall and we stand ready to serve you in any way possible. We look forward to the opportunity to talk with you further.

• ENGLISH HIGH SCHOOL INFORMATION: 738-0121 •

• OPEN HOUSE: MARCH 29, 7:00 P.M., ENGLISH HIGH SCHOOL •

• PARKING AVAILABLE IN BASEMENT LOT •

TRADITIONAL PROGRAM: The Traditional Program at English High School is looking for students interested in a strong basic skills/college preparatory program and committed to hard work and academic excellence. The program places a special emphasis on reinforcing students' reading, writing and thinking skills in all subject areas. After their freshman year, all students are expected to take an additional three years of English and Math/Computers, an additional two years of Social Studies, Science and Foreign Language (if not previously taken) and one year of Art. A core sequence of college preparatory Business courses is available to students interested in this field. Additional study, internship and work opportunities are available in collaboration with the John Hancock Mutual Life Insurance Company. Advanced off-campus study opportunities are available in collaboration with local universities. The Traditional Program also offers a strong, three-year sequence of college preparatory communication and study skill courses designed especially for Caribbean and Latin American students.

The total enrollment for the Traditional Program is 395 students, offering students the advantages of a small school environment, with classes located on the third through fifth floors.

FENWAY PROGRAM: The Fenway Program at English High School is looking for students who are interested in a basic skills/college prep program that is delivered in a less traditional way. In addition to providing standard classroom instruction, the Fenway Program makes extensive use of community resources. Students participate in periodic project weeks, during which small groups of students explore a topic of importance within the curriculum, utilizing a full range of community and school resources. Students are also provided with opportunities to participate in independent or small group study projects, internships or other community study opportunities. Special collaborative programs have been arranged with the John Hancock Life Insurance Co., Boston University and Harvard University.

The Fenway Program's Teacher Advisor Program (TAP) provides students with an ongoing monitoring and input mechanism. In addition to serving to keep a handle on student progress, the TAP also allows students to have input on program concerns.

The Fenway Program is committed to excellence through flexibility, individual attention and teamwork. The program enrolls a total of 175 students.

MAGNET ARTS PROGRAM: The Magnet Arts Program at English High School provides students with a strong academic program offering the opportunity to pursue a major concentration in technical, commercial or fine arts, with additional offerings in dance and theatre. In completing the Magnet Arts Program, students will be prepared for post-secondary education or career opportunities in the arts, including graphic arts, architecture, design, engineering, fine arts, dance and theatre.

The Magnet Arts Program makes extensive use of educational, cultural and business resources, including collaborative arrangements with the Massachusetts College of Art, the HHORC and the John Hancock Mutual Life Insurance Company.

The Magnet Arts Program is developed around a strong core academic curriculum (English, History/Social Studies, Science, Foreign Languages) with equally strong curriculum in the arts. The program enrolls 315 students in grades 9-12.

CLUSTER PROGRAM: All ninth grade students at English High are enrolled in a CLuster Program designed to provide an introductory year of basic skills immersion. The Cluster Program is highlighted by an intensive Language Arts program, with all students enrolled in a Reading Comprehension and Study Skills course and a Writing and Speech course. In addition to this, there will be an emphasis on the development of these same skills across the content areas. Daily reading assignments, weekly writing assignments and directed classroom dialogue are essential parts of all classes. In addition to the Language Arts courses, students are also enrolled in courses in Math, Science, Social Studies, Health and Physical Education. For those students who are able to shoulder additional academic responsibilities, elective offerings will be available in Foreign Languages, Art and Typing. Students will be expected to complete nightly homework assignments in each subject area.

The Cluster Program will also provide a strong introduction, orientation and transition program, with all students' progress and needs monitored through a teacher advisor program which will keep in close contact with all parents.

DRAFT

STANDARDS OF BEHAVIOR IN THE BOSTON PUBLIC SCHOOLS

Students have the right to a good education and personal safety. In return, they must respect the rights of other students, teachers, and staff. To protect these rights, standards and rules have been written for all students in Boston's public schools.

Good learning and good teaching can take place only when everyone behaves with care and respect for everyone else. Students and teachers cannot work together where there is fear, disorder or violence. The rules below are taken from the Code of Discipline but they are not meant to replace and do not replace the Code, which should be studied for a detailed description of offenses and procedures.

STUDENTS ARE EXPECTED TO:

- COME TO SCHOOL TO LEARN AND TO WORK. THEY ARE ENCOURAGED TO TAKE AN ACTIVE PART IN ALL SCHOOL ACTIVITIES.
- TO BEHAVE WITH RESPECT FOR PEOPLE OF ALL AGES, RACES, ETHNIC GROUPS, RELIGIONS, AND BOTH SEXES.

Certain behavior is not allowed in school. Some acts, which injure other people or threaten them are more serious than others. In the most serious cases the police and the courts must be involved and students may be expelled. The consequences or penalties for breaking established rules are different according to the seriousness of the behavior.

Students will NOT BE ALLOWED:

- To bring dangerous weapons to school, such as knives, guns, mock guns, or other weapons prohibited by State law. Possession of firearms and knives will result in expulsion.
- To harm another person or threaten injury.
- To bring drugs or alcohol to school.
- To take by force things that belong to other people.
- To steal.
- To damage property.
- To behave on buses or at bus stops in ways that put other people in danger.
- To disrupt school or classroom activities.
- To interfere with other students' learning.
- To use language or body contact that is offensive.
- To make others afraid.
- To be in places in school where they should not be.

Students who do not observe these rules can be suspended for one to ten days or they can be expelled. They can be removed to another classroom or school where they will continue to receive instruction and where they will also be asked to examine their behavior and the problems it is causing other people and themselves. Their parents may be called to school to help find a solution.

In a democracy everyone has the right to be treated fairly, even when it seems that he or she has violated rules or laws. Students are entitled to a fair hearing with notice of the time and place. At the hearing students and parents must be told what the charge is and they have the right to give their side of the story.

The purpose of these standards and rules is to develop self-discipline; to prevent trouble from arising; and to make our schools safe and happy places in which to learn.

Additional information and assistance can be obtained by calling STUDENTS, STAFF AND PARENTS AS FOLLOWS:

STUDENTS -
Boston Student Advisory Council,
726-6200, Ext. 5333

STAFF-
Office of School Operations
Boston Public Schools
726-6200, Ext. 5330

PARENTS -
Monitoring Department of the
Citywide Parents Council - 426-2450

PARENT AND STUDENT ORGANIZATIONS

PARENT ORGANIZATIONS

PARENT ORGANIZATIONS

OBJECTIVE 1: To determine whether parent councils are monitoring matters which are apt to facilitate or hinder the desegregation process in particular schools, districts, and/or citywide. For instance, are they monitoring the implementation of court orders for special desegregation measures at some schools, repair and construction of facilities, vocational and occupational education programs, and support of participation by college, business, and cultural pairings?

QUESTIONS: What is the status of the newly established subcommittees, which are responsible for overviewing the monitoring in specific areas? What assistance are these subcommittees receiving from various community agencies? Is the desegregation process in areas not monitored by the CPC last year, such as vocational and occupational education and university, cultural and business pairings being monitored this year? How is Boston responding to the CPC's monitoring efforts?

METHOD: The monitors met with the Executive Director and staff of the CPC to review their 1983-84 Operational Plan and to discuss the status of the implementation of the Plan. To ascertain further the CPC's 1983-84 priorities, the monitors attended specific CPC meetings and reviewed the minutes of other CPC meetings. Also, the monitors met with representatives from the school department to discuss their work with the CPC.

FINDINGS The desegregation Monitoring Committee of the CPC has expanded its activities to include areas which were not monitored last year. However, the committee's plan to establish subcommittees to be responsible for the monitoring of each area of desegregation has been modified. The energy which is required to implement the subcommittee structure is being used to support parent involvement in the monitoring process on the local school level instead. Also, the plan to have various community agencies assist in the monitoring has been delayed indefinitely.

The parent councils are now monitoring the desegregation process in all of the required areas. However, their monitoring efforts are generally fragmented and in some areas they are more thorough than in others. Parent councils' monitoring in all areas are strongly connected to parents' efforts to advocate for student and parent rights.

Because the parent councils are strong advocates for student and parent rights, according to the CPC, the school department often views their monitoring efforts as antagonistic. Further, the CPC reports that Boston is slow to respond to requests for assistance in the parent councils' monitoring efforts, and in several instances has tried to hinder the monitoring process.

On the other hand, Boston officials report that the CPC's priorities are confused. They are not able to recruit parents for involvement in the SPCs because much of the CPC's time is spent with bickering internally and petulantly attacking the school department. Boston officials question the legitimacy of the CPC's monitoring findings because of the general low level of parent involvement in the monitoring process as well as in the overall CPC-SPC structure.

Special Assistant Robert Hayden, the superintendent's liaison to the CPC, reports that the CPC has not availed itself of his offers to provide assistance in working with Boston. He attends the monthly meetings, and responds to all requests for information in writing. Otherwise, he reports that the CPC's contact with the school department has been limited. He has made several attempts to open new channels for parent involvement in Boston. Among these, he tried to initiate monthly meetings with the 4 co-chairmembers, and he tried to involve parents in the "long-range" Boston planning. The CPC did not respond.

OBJECTIVE 2: To determine whether parents are responsible for planning and investigating matters which are apt to facilitate or hinder the promotion of racial harmony at their school. Also, whether they have access to school records and are able to send out pamphlets and newsletters and visit schools. And to determine if parent councils are proposing modification of student activity programs and receiving reasonable operating expenses from the individual schools.

QUESTIONS: Are parents becoming more actively and directly involved in Chapter 636 proposal development and program implementation?

METHOD: The monitors met with representatives from the Boston Chapter 636 office and reviewed FY '85 Chapter 636 Proposal Applications to determine the extent to which parents are actively and directly involved in the 636 proposal development and program implementation.

FINDINGS: It was recommended in the last Monitoring Report that the CPC and local SPCs (with the support of the school department) become more actively and directly involved in Chapter 636 proposal development and program implementation, as an appropriate means for parents to assume the responsibility for planning and promoting matters which are apt to facilitate racial harmony in schools. Accordingly, the Bureau of School Programs mandated that each Boston school district earmark 1% of its Chapter 636 allocation for parent participation. Although each district's proposal application reflects the Bureau's requirement, overall, the activities prescribed for parent participation are superficial, limiting parent involvement to the publication of newsletters or monitoring students' attendance. The central office proposal which was not subject to 1% requirement but which was expected to have a significant emphasis on parent participation, was inadequate in addressing this area. In addition, two proposals submitted by the CPC to the school department for parent involvement training were rejected.

OBJECTIVE 3: To determine whether Boston is providing monthly and semi-annual reports by principals and community district superintendents to parent councils and other reasonable educational statistics and data analyses to the CPC.

QUESTIONS: Is the format for monthly data reports by Boston to the CPC-SPC for 1983-84 working? What progress is being made over last year in the CPC receiving other supplementary reports and data from Boston?

METHOD: The monitors reviewed a list of all reports and data the CPC needs from Boston to adequately monitor the desegregation process and the schedule for receiving the information. Also, the monitors met with the Executive Director and staff of the CPC and Boston officials to discuss Boston's dissemination of data and reports to the CPC-SPC.

FINDINGS: The CPC reports that there is a delay of a month in the schedule for receiving data and reports from Boston. To a recent survey of SPCs concerning the timeliness and meaningfulness of data from Boston, the response was mixed. Some SPCs receive meaningful reports on schedule and others are not receiving data and reports at all.

Special Assistant Robert Hayden reports that he was under the impression that there were no problems with Boston's data dissemination to the SPCs. He has received no complaints from the CPC concerning data.

OBJECTIVE 4: To determine whether parents have participated in the evaluation of community district superintendents and principals, and in the screening and rating of administrative positions.

STATUS:

See July Report (Vol. I, pages 88-89 and Vol. II, pages 585-586)

OBJECTIVE 5: To determine whether parents are participating in collective bargaining, the budget review process, major policy planning initiatives, and training of school department staff as provided by the November 8, 1982 Agreement.

QUESTIONS: What is the status of the CPC's subcommittee's involvement in the collective bargaining process? To what degree is the CPC's position taken into consideration?

METHOD: The monitors met with the Executive Director and staff of the CPC and school department officials to discuss the degree of parent involvement in the collective bargaining process.

FINDINGS: The CPC was involved in the collective bargaining process with full support from the school department. the CPC reports that parents played an important role in averting a one day teachers' strike. However, Boston officials report that the CPC's involvement in the process was problematic. On several occasions the CPC was not prepared for meetings to discuss issues of collective bargaining, and on other occasions parents held up the process with demands for information which was not available even to school committee members.

OBJECTIVE 6: To determine whether: (a) all elections to parent councils have been conducted, (b) councils are properly organized and meeting, and (c) council staff are racially balanced.

QUESTIONS: What is the level of parent participation in the CPC-SPC structure? How effective are the SPCs?

METHOD: Monitors met with Executive Director and staff of the CPC and Boston officials to discuss the level of parent participation in the CPC-SPC structure. Also, the monitors reviewed the attendance records of the SPC meetings.

FINDINGS: The level of parent participation in the CPC-SPC structure is extremely low. There is widespread criticism of the CPC by parents and school officials due to the low level of parent participation in the CPC-SPC structure. In more than 50 schools the SPCs do not meet regularly; also parent attendance at CPC meetings is low and irregular.

The CPC is facing serious organizational problems, which have led to the resignation of the Executive Director and 3 of the 4 co-chairmembers.

Boston officials maintain that the CPC is not following through on its commitments in general and specifically its responsibility to involve parents in Boston, adding, "given its annual budget of over $500,000 and staff of 22 the level and quality of parent participation in Boston should be much higher".

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

AMENDED VERSION 5/23/84
See page 3, Section 2

Report to Judge W. Arthur Garrity, Jr.
U.S. Federal District Court

First Internal Evaluation of Reorganized Citizen Participation Structure pursuant to:

Memorandum and Semi-Final Orders
on the Structure of Citizen Participation
in the Desegregation Process

July 20, 1982

Submitted by:

Lucille Koch and Evalena Higginbottom
Acting Executive Co-Directors
Citywide Parents Council

Date: May 10, 1984

INTRODUCTORY STATEMENT

In orders entered on October 4, 1974 and June 5, 1975, the United States District Court mandated the establishment of a three-tiered structure of Citizen participation in the desegregation process and incorporated modifications to this structure in its orders of July 20, 1982.

This parent organization has functioned for two years under this reorganizational structure in accordance with the July 20, 1982 orders. This review, however, is restricted to the actions and activities of the CPC members during the 1983-84 academic year only.

This internal review was prompted by events in recent months that suggest that the CPC may not be fulfilling its mandate.

It is our attempt, through this review, to identify the problems, and to inform the court of corrective actions that can be taken to address the problems and to demonstrate the continuing viability and health of our organization.

Assessment

Based on interviews conducted by the Acting Executive Co-Directors with present and past CPC members and staff (from the 1983-84 academic year), we believe that the primary problem regarding the activities of the Citywide Parents Council centers on the fact that it is made up chiefly of new and inexperienced parents, many of whom are serving on a parent council for the first time. These parents are making key decisions on the day-to-day operations and policies that effect the entire organization and its staff.

Out of thirty members elected to the CPC council in October 1983, only five parents (2 Black, 2 Hispanic and 1 White) have had previous experience serving on a School Parent Council Executive Committee.

The inexperience of the present membership has resulted in the following organizational problems:

A) Lack of Organizational Purpose

Many of the parents on CPC, by virtue of their lack of previous experience, cannot absorb nor fully comprehend, within a few short months, the internal relationships of the CPC, DPC and SPCs one to the other, nor the external relationships of the organization to the Court, the State Department of Education, the City Superintendent, and the Boston School Committee. This takes time, but during that same time, the council is expected to act as a policy board for parents and establish organizational goals and priorities.

B) Lack of productivity by the Council

Many parents lack the technical knowledge to manage and participate effectively in decision-making bodies. While this deficiency at an SPC level can be remedied over time and does not significantly hinder productivity, its negative effects are magnified when those parents are at the CPC level. The failure of members to follow established procedures as defined by their by-laws, has resulted in confusion, frustration and diminished council member participation.

C) Failure to prioritize the needs of local School Parent Councils

The CPC should not operate in a vacuum with its own separate agenda, but instead must respond, as mandated by the court, to the desegregation-related issues and concerns of the local School Parent Council. Prior to any major policy decisions, CPC members must consult with their respective districts and local School Parent Councils to get a sense of the local thinking on issues of concern.

Recommendations

1. Court modifications of memorandum and Semi-Final orders on the structure of citizen participation in the desegregation process, Section C.I., Citywide Parents Council membership.

   A. We propose that the Citywide Parents Council be composed of representatives from each school district whose eligibility is predicated on one year of service on the executive board of any local school parent council.

   B. We propose that a system be established for staggered terms of CPC members as a method of maintaining continuity of thought within the organization.

2. Proposed amendment to CPC By-Laws (addendum to Article 5 to create Section C which will read):

   "Prior to final votes on any major policy decisions, it shall be the duty of the CPC members to consult with their respective districts and school councils to get a clear sense of the local thinking on issues of concern."

THIRD QUARTERLY REPORT

SCHOOL PARENT COUNCIL EXECUTIVE COMMITTEE's

ACTIVITIES FOR JANUARY, FEBRUARY, MARCH

1984

Prepared for Citywide Parent Council
by Department of Field Specialists

PARENTS ELECTED IN SEPTEMBER 1983:

black	white	hisp	asian	total
385	386	121	35	972

PARENTS RECRUITED DURING OCTOBER, NOVEMBER, DECEMBER BY FIELD SPECIALISTS:

black	white	hisp	asian	om	total
90	69	15	6	1	181

PARENTS RECRUITED DURING JANUARY, FEBRUARY, MARCH BY FIELD SPECIALISTS

black	white	hisp	asian	om	total
41	24	13	1		86

TOTAL NUMBER OF SPC MEMBERS IN PLACE EFFECTIVE APRIL 1, 1984

black	white	hisp	asian	om	total
516	479	149	42	1	1239

MEETINGS HELD BY SPC'S AND NUMBER IN ATTENDANCE

BY MONTH

SCHOOL	DATE	DISTRICT	ATTENDANCE			
			PARENTS	TEACH	ADMIN	GUESTS
Andrew Jackson	1/4	9	7	1	1	1
Dickerman	1/4	5	16	1	2	4
Umana	1/11	9	cancelled due to snow			
Ohrenberger	1/12	9	8		1	1
Mattahunt	1/12	3	6		1	2
Hyde Park High	1/10	4	cancelled due to snow			
Brighton High	1/10	1	cancelled due to snow			
Grew	1/10	4	5			
Garfield	1/9	1	7		1	1
Otis	1/12	8	10			1
Everett	1/9	5	10		2	1
Kenny	1/10	5	4		1	
ACC	1/12	9	3	1	1	
Gardner	1/12	1	cancelled due to snow			
Tobin	1/11	1	cancelled due to snow			
Edison	1/11	1	cancelled due to snow			
Winship	1/10	1	cancelled due to snow			
Kilmer	1/11	3	cancelled due to snow			
Philbrick	1/10	3	cancelled due to bad weather			
Lee	1/3	3	cancelled due to bad weather			
West Rox High	1/18	3	cancelled due to snow			
Adams	1/18	8	cancelled due to snow			
Cheverus	1/17	8	2		1	
H. Mann	1/20	9	6		3	
Bradley	1/20	8	cancelled due to snow			
Hamilton	1/18	1	7		3	
District Monitoring Training	1/17	1	4			3
Channing	1/16	4	7		1	3
Farragut	1/18	1	cancelled due to bad weather			
Russell	1/17	6	5			
Kilmer	1/18	3	cancelled due to bad weather			
Grew	1/26	4	26	9	1	1
Wheatley	1/23	9	4		1	1
Conley	1/25	4	5	1		1
Dorchester Hg	1/25	5	10	4	1	4
J.P. High	1/24	2	cancelled due to bad weather			
South Boston	1/24	6		2	1	1
Edison	1/25	1	2		1	1
Farragut	1/24	1	6		1	1
Barnes Middle	1/25	8	4	1	1	
Alighieri	1/26	8	15	1		2
O'Donnell	1/23	8	23	1	1	1
DPC	1/24	3			1	2
Bates	1/25	3	2			1
Kilmer	1/25	3	5		1	1
McCormack	1/26	6	5	2	1	
Clap	1/27	6	6			

BY MONTH

SCHOOL	DATE	DISTRICT	ATTENDANCE			
			PARENTS	TEACH	ADMIN	GUESTS
Hennigan	1/27	9	16		1	1
DPC	2/1	5	14			3
Jackson-Mann	2/9	3	57	20	2	
Bradley	2/9	8	cancelled due to weather			
Chittick	2/1	4	12			1
W.Rox	2/1	3	2		1	1
Tobin	2/2	1	4			1
Brighton	1/31	1	postponed due to weather			
Taylor	1/25	4	6		1	1
Winship	1/30	1	9		1	1
Bates	1/31	3	7		1	1
Kennedy	1/31	8	cancelled by chair-weather			
Bradley	2/1	8	cancelled by chair-weather			
DPC	1/31	1	cancelled by chairs-weather			
Baldwin	1/30	1	13			
Bates	1/31	3	7			1
Philbrick	1/31	3	cancelled due to weather			
Mozart	1/30	3	6		1	1
Boston Prep	2/4	3	1		1	1
Kenny	1/30	5	4		1	1
DPC	2/1	5	14			6
Kenny	1/30	5	3		1	1
Hernandez	2/7	9	8		1	1
Mackey	1/11	9	cancelled due to weather			
Hernandez	2/7	9	9		1	1
Horace Mann	2/8	9	6		4	1
Garfield	2/6	1	5		2	1
Edison	2/7	1	7		1	1
Gardner	2/8	1	5		1	1
Hamilton	2/10	1	9		1	1
ACC	2/9	9	5	2	1	2
Everett	2/6	5	5		1	1
Dickerman	2/8	5	19		2	1
Brighton	2/8	1	2			1
South Boston	2/9	6	5		9	1
DPC	2/9	8	9			2
Bradley	2/8	8	2		1	1
Kennedy	2/7	8	2			1
O'Donnell	2/13	8	5 (lost sign in)			1
Otis	2/17	8	5		2	1
McCormack	2/8	6	3	1	1	1
Holmes	2/8	5	3		1	1
Cleveland	2/15	5	4	1		1
Marshall	2/16	5	8	5	1	1
Holland	2/17	5	1		1	1
DPC	2/16	4	3		1	2
Conley	2/15	4	4			1
Farragut	2/15	1	8		1	2
Taft	2/14	1	6		1	3
DPC	2/13	1	3		1	4
Thompson	2/9	4	3		1	1
Endicott	2/14	5	5		1	1
Mather	2/15	5	6	2	1	1

BY MONTH

SCHOOL	DATE	DISTRICT	ATTENDANCE			
			PARENTS	TEACH	ADMIN	GUESTS
Mather	2/16	5	2		1	1
ACC	2/16	9	2		1	1
Trotter	2/15	9	20	1	1	1
Hernandez	2/7	9	9			1
Channing	2/14	4	3		1	1
Hyde Park High	2/14	4	5			2
Alighieri	2/16	8	6		1	1
East Boston	Feb	8	cancelled-?			
Irving	2/15	3	12		1	2
DPC-Budget	2/14	3	9		7	2
Lewenberg	2/15	3	8		1	1
Shaw	2/15	3	7			2
Shaw	2/14	3	2		1	1
DPC-Middle Schools	2/14	3	6		1	1
Cheverus	2/29	8	2			1
Barnes	3/1	8	5		1	4
Rogers	2/28	4	3	1		1
Boston Prep	2/28	9	2		1	1
Perry	2/13	6	30	2	1	1
Tobin	3/2	1	4			1
Winship	2/29	1	8			1
Winthrop	2/16	6	8			1
Russell	2/14	6	5			1
Tynan	2/14	6	2		1	1
Perkins	2/15	6	2		1	1
Clap	2/17	6	3		1	1
W.Rox High	3/8	3	2			1
Otis	3/8	8	5			2
Edison	3/7	1	3			4
Roosevelt	2/9	4	4	1	1	1
Agasiz	3/6	2	12		3	1
Fuller	3/7	2	7		1	1
Kennedy	3/8	8	6		1	2
Endicott	3/8	5	5			1
O'Hearn	3/8	5	4		2	1
ACC	3/8	9	2		all	1
Fifield	3/8	5	6			1
ACC	3/5	9	6		1	1
Mather	3/84	5	75	all	all	3
Cheverus	3/15	8	2		1	1
Brighton	3/14	1	11	1	2	1
Grew	3/13	4	4		1	1
DPC-Monitor Train	3/12	1	2			3
Manning	3/8	2	20			1
Everett	3/12	5	8		1	1
Dickerman	3/14	5	8			
Jackson	3/7	9	not indicated			
McKay	3/11	9	not indicated			
Garfield	3/5	1	10		1	1
Baldwin	3/6	1	6			1
Alighieri	3/13	8	9		1	

BY MONTH

SCHOOL	DATE	DISTRICT	ATTENDANCE			
			PARENTS	TEACH	ADMIN	GUEST
HHORC	3/15	9	5		1	1
Hamilton	3/21	1	4			1
Dorchester	3/21	5	5		1	1
Hyde Park High	3/20	4	cancelled due to weather			
South Boston	3/?	6	no attendance sheet			
Ohrenberger	2/9	9	8		1	1
Winship	3/27	1	5		1	1
Rogers	3/14	4	15	15	1	1
Thompson	3/8	4	30	10	1	1
Channing	3/13	4	10	8	1	1
Grew	3/13	4	5			1
Hemenway	3/14	4	5	5	1	1
Roosevelt	3/12	4	30	8	1	1
Shaw	3/15	4	30	10	1	1
Chittick	3/1	4	55	10	1	1
Thompson	2/9	4	3		1	1
Farragut	3/28	2	2			1
Higginson	3/15	2	2			1
Ellis	3/14	2	3		1	1

Total SPC/and or DPC Meetings officially recorded January 1984 61

Total SPC/and or DPC Meetings officially recorded February 1984 64

Total SPC/ and or DPC Meetings officially recorded March 1984 43

Total SPC and/or DPC Meetings officially recorded during 1984
For September through December 192

Total SPC and/or DPC Meetings officially recorded during 1984
For January through March 1984 148

Total SPC Meetings for 1983-84 School Year as of April 1, 1984 340

Addendum

The following reports were received after the compilation of this section of the quarterly report:

SCHOOL	DATE	DISTRICT	ATTENDANCE			
			parents	teachers	admin	guests
Everett	March 2	5	100	all	all	1
Mather	March 7	5	150	all	all	1
Kenny	March 16	5	25	all	all	1
O'Hearn	March 8	5	20	all	all	1
Fifield	March 8	5	100	all	all	
Endicott	March 8	5	20	all	all	
Mattahunt	March 8	3	6	1	1	
Wash Irving	March 7	3	7		1	1
Conley	Jan 25	4	5	1	1	1
Dist 4 (?)	March 12	4	13		1	1
Quincy	March 20	7	not ind		1	
J.P. High	March 27	2	4	1	3	2
Blackstone	March 14	7	10	4	2	4
Bates	March 28	3	6			
Sumner	March 7	3	7		1	
Lewenberg	January 17	3	4			1
Mattahunt	January 15	3	5	2	1	1
Mattahunt	January 12	3	4	2	1	1
Mattahunt	January 5	3	3			1
Bates	March 28	3	5		1	1
Lee	February 7	3	7		1	1

Total meetings to add to addendum for January 1984 5

Total meetings to add to addendum for February 1984 1

Total meetings to add to addendum for March 1984 15

Total meetings to add to addendum for this period 21

Total SPC meetings for 1983-1984 School Year as of April 1, 1984 340

Total meetings to add to addendum for this period 21

Total meeting for 1983-84 School Year as of April 1984 361

STUDENT ORGANIZATIONS

STUDENT ORGANIZATIONS

OBJECTIVE:

I To determine whether all activities provided under the Amalgamation Plan have taken place.

QUESTION: What steps has Boston taken to develop and implement uniform student council election standards?

PROCESS:

Circulars were reviewed for uniform student council election procedures.

FINDINGS:

The Student Affairs Office developed and implemented uniform student council election procedures for this year's elections. These procedures will continue to be used in future years. (See Appendix)

QUESTION A procedure to elect student representatives to parent councils in all high schools was established by the Student Affairs Office, and 9 high schools elected student representatives to parent councils. What has been done to increase student representation on parent councils in the 8 remaining high schools?

PROCESS:

A meeting was held with the Student Affairs Director to determine what progress had been made.

FINDINGS:

The Student Affairs Office has been in contact with the Citywide Parents Council (CPC) to coordinate efforts intended to meet 2 goals: (1) increase student representation at parent council meetings and (2) to encourage elections of student representatives in the 8 high schools, (Boston High, Boston Latin Academy, Boston Latin School, Boston Technical High, Brighton High, Burke High, Copley Square High and South Boston High) that did not elect student representatives to parent councils in the fall.

However, the Student Affairs Office, nor the CPC, knew at the time of the report whether this effort had resulted in achieving either goal.

QUESTION: A tentative training schedule for implementation of Communication Boards in all high schools, and hiring of a consultant trainer for the initial training at Charlestown High were approved by the Student Affairs Director in the fall. What steps has Boston taken to modify the Amalgation Plan to replace the Racial-Ethnic Student Councils (RESC) with Communication Boards?

PROCESS:

The monitor attended the training sessions held at Charlestown High. Also, a written update on implementation of Communication Boards in all high schools was reviewed. (See Appendix)

FINDINGS:

Charlestown High students and faculty members were selected for participation on that school's Communication Board. A training program was conducted to provide necessary skills and structure to participating students and faculty. However, scheduling of meeting times and difficulties in administrative and faculty assignments have impeded efforts to initiate the board, despite support from Student Affairs Director Carlo.

In addition to Charlestown High, Communication Boards are also in operation at Boston Latin School and Boston Latin Academy, although both suffer from lack of administrative and faculty support; (problems experienced previously at Charlestown High School). Although East Boston, Brighton and Hyde Park High Schools have "active grievance/recommendation student groups who meet on a regular basis with headmasters," these schools do not have Communication Boards. In all 3 schools, a subcommittee of students is elected from the student council to regularly meet with the headmaster regarding school policy issues. They do not employ the structure of conflict resolution used by a Communication Board.

The Student Affairs Office has targeted implementation of Communication Boards at South Boston, Copley Square and Madison Park High Schools by the end of this school year or during the beginning of the next school year. This effort has been stalled, though, by scheduling difficulties and a

lack of funds necessary to train participating faculty and administrators.

No party has yet sought for a modification to the Amalgamation Plan to replace the RESC's with Communication Boards in all high schools.

The Comments of El Comite de Padres Regarding Second Monitoring Report, states, "We are concerned that the RESC's have been and become moribund due to school defendants' deliberate non-complince with court-orders. Why should Communication Boards be blithely accepted by the State Board as the solution to this deliberate non-compliance and sabotage of court-orders?" Boston may not have provided adequate support to the RESC's. However, Communication Boards, if properly implemented, have the potential not only to address conflicts of a racial nature and promote racial harmony, but also to address other school climate and school policy issues. A Communication Board is composed of a representative body of administrators, teachers and students. Any individual within a school may submit a complaint, grievance or school issue to the Board. These issues may be interpersonal or relate to school rules, school climate or other school policy issues. They therefore may include racial conflicts and issues regarding racial disharmony or racial conflicts. The Board is then responsible for hearing all points of view, investigating all facts, and mediating a mutual resolution. Many times, a resolution may involve a recommendation for a school policy change. Communication Boards would meet regularly with the headmaster to communicate these concerns. Student Affairs Director Carlo has recommended that all Boards sould have student representation from all racial and ethnic groups with 20 or more students enrolled in the school.

El Comite raises a valid point when they question Boston's commitment to the implementation of these Boards. These Boards will experience success only if adequate resources and support are devoted to implement them, and if school administrators and faculty will accept an increased student role and a democratic process in their schools.

OBJECTIVE:

II To review the composition of the Boston Student Advisory Council, as well as the student councils in all middle and high schools.

QUESTION: Twenty-nine schools submitted data in the fall on composition of student organizations, and all schools were found to have proper representation of racial and ethnic groups. Thirteen schools did not submit this data (Boston High, Boston Latin School, Taft Middle, Curley Middle, Lewis Middle, Roosevelt Middle, Cleveland Middle, Holmes Middle, Wilson Middle, Dearborn Middle, Gavin Middle, McCormack Middle and Mackey Middle). What is the composition of the student councils in schools that did not submit data in fall?

PROCESS:

The monitor attended a meeting with Student Affairs Director Carlo.

STATUS:

None of the 13 schools submitted any data on student council representation for this school year.

COMMENDATIONS:

Student Affairs Director Carlo should be commended for her continuing efforts to develop the concept of Communication Boards in all high schools. In addition, the Boston Student Advisory Council members should be commended for their efforts to provide an increased city-wide presence.

RECOMMENDATIONS:

1. State officials should meet with Boston and the plaintiffs in order to discuss modifying the Amalgamation Plan to replace the RESC's with Communication Boards. If the Plan is modified, adequate resources and support should be provided by the Department of School Operations to implement the Communication Boards and to ensure necessary faculty and administrative support in all high schools; and an implementation schedule of Communication Boards in all high schools should be developed.

2. Student representation needs to be ensured next year on all school parent councils.

3. Student council elections with proper racial and ethnic representation needs to be ensured in all middle and high schools next year.

MEMORANDUM

TO: Dan French, Mass. Department of Education

FROM: Vivian Carlo, Director
Student Leadership and Student Affairs

RE: Student Organization Report; Status of:
1) Implementation of Communication Boards
2) Request of Modification to Amalgamation Plan for Student Government

DATE: April 17, 1984

1) Implementation of Communication Boards

There are presently three (3) active Communication Boards/Fairness Committees in the Boston High Schools, one at Boston Latin, one at Latin Academy and a Fairness Committee at Charlestown High. In addition, three (3) high schools; East Boston, Brighton High and Hyde Park High have active grievance/recommendation, student groups who meet on a regular basis with Headmasters.

From the training experience at Charlestown, it was decided that training funds need to be developed in order to accommodate a training for faculty and administrators who would be participating on Communication Boards in the pilot schools selected. These schools include South Boston High, Copley Square High, and Madison Park High. The search for funds is still underway. In addition, a plan needs to be developed whereby training can be given to the involved personnel at a time most appropriate for their needs. At this junction in time it seems the most appropriate time might be at the end of this school year or at the beginning of the next school year. Because of time factors and funding factors this project cannot proceed until these matters are addressed and resolved.

2) The Modification to the Amalgamation Plan

A proposed modification to Section II of the Amalgamation Plan was submitted to the Deputy Superintendent of School Operations, Dr. Robert S. Peterkin on March 29, 1984.

It is as follows:

The student council shall then hold school-wide elections for representation on a Communication Board which would be a subcommittee of the student council. This Board shall be composed of at least ten (10) students and not more than twenty (20) students, at least one (1) faculty advisor and not more than five (5) faculty representatives, and one administrator, with student representatives including representation from all racial and ethnic groups in which there are at least twenty or more students enrolled in the school. The purpose of such Board shall be to receive and review any complaints, grievances on issues from any student or faculty or administrative member of the school, with the stated goals of mediating a mutual resolution between the disputant parties to said conflicts, promoting greater school-wide communication and improving school climate and racial harmony through increased student participation in decision making. Such Board shall also have advisory powers to the principal to make recommendations on school policy issues. Such Board shall meet once weekly and at least once every other month with the principal. All Communication Boards in all high schools shall be provided with the initial training to implement the Boards, and shall receive ongoing technical assistance to maintain them. This assistance will be provided by the Office of Student Affairs, Office of School Operations, 26 Court Street, Boston, MA 02108.

I have not as yet received a response to this proposal.

VC/bab

xc: Robert S. Peterkin
Sid Smith

DEPUTY SUPERINTENDENT'S MEMORANDUM

No.116, 1982-83
April 28, 1983

ELECTION FOR BOSTON STUDENT AVDISORY COUNCIL

TO: Community Superintendents, Headmasters, Faculty Student Advisors and Other Administrative Heads:

The Boston Student Advisory Council (BSAC) and its Executive Committee are the vehicles for citywide high school student government activities, as mandated in the Student Government Amalgamation Plan. In an effort to improve the effectiveness of the organization, BSAC members amended their constitution regarding the timing of the election and selection of representatives.

The following changes in BSAC's election procedures timetable have been adopted:

1. Election for student representatives will now be held in May. The new representatives will be responsible to attend meetings in June (monthly meeting on June 9, 1983, 12:30-2:30 PM), but will not assume office until BSAC's first regular meeting in September.

2. Elections for BSAC officers will be held at the first regular meeting in November. Officers will assume their responsibilities upon their election. No seniors may be elected as officers. The term of office will be from November to November.

3. Election for the Executive Committee member from each school will occur in May, after the four BSAC members are elected/selected. These representatives are responsible for attending meetings in June, but will not assume office until September.

The procedures for election and selection of BSAC representatives and for election of Executive Committee members have not been amended. They remain as follows:

1. BSAC consists of student representatives from each and every public high school in the City of Boston. BSAC will be a body that is representative of the racial/ethnic population in each high school. Any racial or ethnic group (Asian, Black, Hispanic, White) comprising a minimum of 10% of the school's total student population must be represented on BSAC.

2. Each student council shall elect two BSAC representatives from the council in May.

3. Two representatives will then be designated from each high school. One is to be selected by the headmaster and one is to be chosen by the faculty senate.

4. The Executive Committee is composed of one representative from each high school, elected by the student council. The person should be one of the school's BSAC members. If none of the BSAC members can serve, a member of the student council can serve. If no one from those two groups can serve, an open election should occur.

Training sessions will be held over the summer for BSAC and Executive Committee members. This will include training in leadership, conducting student council elections and initiating student government.

A description of the responsibilities of BSAC and Executive Committee members is attached. Faculty Student Advisors are responsible for providing this information to student councils.

The attached form, listing the BSAC and the Executive Committe members, must be submitted by May 27, 1983 to Elaine O'Reilly, School Operations.

FOR FURTHER INFORMATION PLEASE CONTACT ELAINE O'REILLY OR SID SMITH, OFFICE OF THE DEPUTY SUPERINTENDENT FOR SCHOOL OPERATIONS, BOSTON, MA. 02108, 726-6200 extension 5337.

Dr Robert S. Peterkin,
Deputy Superintendent/School Operations

/bab

DEPUTY SUPERINTENDENT'S MEMORANDUM

No. 53 1983-84
August 30, 1983

STUDENT GOVERNMENT ELECTION

HIGH SCHOOL

To Community Superintendents, Headmasters, Faculty Student Advisors, and other Administrative Heads:

As mandated in the Student Government Amalgamation Plan, each high school must have a representative student government with representatives to the Boston Student Advisory Council (BSAC) and its Executive Committee. In addition to this, one student should also be elected from the Student Council to serve as a representative to the School Parent Council. It is the responsibility of the Headmaster to ensure that the election process outlined in this memorandum is completed and that the student government and its subcommittees are established no later than October 7, 1983.

In past years, each school was mandated to elect a Racial Ethnic Student Council (RESC) to serve as a subcommittee of the general Student Council. This year, in its stead, each school will be required to initiate a Communication Board (sometimes referred to as Fairness Committee or Grievance Board) to serve as a subcommittee of the Student Council. This Board will operate as a grievance/communication mechanism serving both students and staff. The Communication Board will be expected to be operational by December 22. An additional circular will be delivered in September, outlining Board responsibilities, activities and membership requirements, as well as a training schedule for students, Faculty Student Advisors and other interested faculty.

The following is an outline of the process for electing the student government:

I. The responsibilities of the Headmaster are as follows:
   A. To designate one or more Faculty Student Advisors for the student government for the 1983-84 school year. The selection of the Advisor should be done in consultation with the school's Boston Student Advisory Council representatives who were elected in May, 1982. A list of BSAC representatives is enclosed.
   B. If a process has not been determined, to initiate a school-wide election to determine the form of student government to be utilized for school year. (See Appendix for details).
   C. To call a school-wide assembly (or series of assemblies) on or before September 23 to explain and organize a representative Student Government.
   D. To ensure that a representative student government is elected no later than October 7, 1983. (Please consult the enclosed Deputy Superintendent's Memorandum #116, 1982-83 if your school's four BSAC representatives are not listed on the enclosed sheets).

-829-

E. To ensure that the roles of the student government are clearly understood by all students and staff.

F. To cooperate with the Office of the Deputy Superintendent/School Operations to ensure that all necessary preparations (communications, elections, orientation) take place in the proper manner and on schedule.

G. To submit to the Community Superintendent and to the Office of the Deputy Superintendent/School Operations the name, grade, address and race of each student government, BSAC and Executive Committee member, as well as the student representative to the School Parent Council on or before October 12, 1983.

H. To ensure that the student government receives proper support in carrying out their goals and objectives.

I. To cooperate with the newly elected student government to arrange the time, place and scheduling of meetings. The student government should meet either during an activity period, on a rotating meeting schedule or on a schedule which prevents students from missing the same class consistently. Students who miss class because of a student government meeting should be allowed to make up all work within a reasonable time without penalty.

J. Each Student Council should be provided an office/room, wherever space permits. In any case, a location should be set aside for receipt of mail and notices and adequate space for holding meetings.

II. The responsibilities of the Faculty Student Advisor(s) are (a) to form a Student Election Committee (b) ensure the effective organization and implementation of the election process (c) to work with and support the student government on an ongoing basis throughout the school year and (d) to submit any information required by the Office of the Deputy Superintendent for School Operations.

A. Formation of the Student Election Committee:

1. Student Election Committee members should be solicited from last year's Student Council and from past and present BSAC representatives whenever possible.

2. A location should be designated where interested students can sign up for the Student Election Committee.

3. Student Election Committees should contain adequate representation of each grade and race.

II. (Cont'd.)

B. Working with the Student Election Committee:

1. A meeting of the Student Election Committee should be held on or before September 16 to inform and train the committee in its roles and responsibilities.

2. The Faculty Student Advisor(s) should work with and support the Student Election Committee to facilitate the completion of the election process on schedule.

C. Working with Student Government:

The Faculty Student Advisor(s) will:

1. Advise the student government

2. Attend student government meetings.

3. Act as liaison to the Faculty Senate

4. Work with the citywide student government representatives in the school.

5. Ensure that agendas of meetings and attendance figures (by race) are forwarded to the Office of the Deputy Superintendent/School Operations by the end of each month.

III. The responsibilities of the Student Election Committee are as follows:

A. To cooperate with the Faculty Student Advisor(s) and administration in implementing the election process.

B. To inform the student body of the form of government elected.

C. To organize and aid in the process of electing the new student government.

D. To coordinate a "special election" if necessary:

1. "Special elections" are to be held only if there are less than eight members of each racial-ethnic group (Black, White, Asian-American and Spanish-Speaking) represented on the student government and there are more than twenty-five members of said group in the total student population. All efforts must be made to ensure that students from the under-represented groups are aware of the Student Government and have an additional opportunity to join.

2. These students will become full voting members of the Student Government.

III. (Cont'd.)

G. Once the student government leadership has been elected, the Student Election Committee will disband.

IV. School Operations staff will be available to assist in coordination of elections and in providing ongoing assistance. Citywide BSAC meetings will be coordinated by the Office of the Deputy Superintendent for School Operations.

APPENDIX

ELECTION FOR FORM OF GOVERNMENT: There shall be no change in election procedures unless such a change is deemed advisable by the school or no election procedures are in place. If no election procedures are in place:

A. The student body will hold an election to decide the form of government. This process should be organized and explained at an assembly on Student Government (by September 23, 1982.)

B. The election will be coordinated by the headmaster and returning Student Council members with the assistance of the Faculty Student Advisor and the schools's BSAC representatives.

C. It is the responsibility of those mentioned above to inform the entire student body of the options for the form of student government as follows:

1. Homeroom
2. Open Government
3. Class Government
4. Open and Class Government
5. Open and Homeroom Government

See attachment for description of options.

E. Students will vote on their choice of options, either at the assembly, or in their homeroom.

FOR FURTHER INFORMATION PLEASE CONTACT VIVIAN CARLO OR SID SMITH, OFFICE OF THE DEPUTY SUPERINTENDENT FOR SCHOOL OPERATIONS, 26 COURT STREET, BOSTON, MA Telephone 726-6200, x5337

ROBERT S. PETERKIN
DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS

SS/jMc
Encls.

STUDENT GOVERNMENT INITIAL CALENDAR

No later than . . .

September 16, 1983	Faculty Student Advisors' names submitted to Office of Deputy Superintendent/School Operations
September 16, 1983	Student Election Committee Formed
September 21, 1983	Faculty Student Advisor meeting, Hubert H. Humphrey ORC, Conference Room, 2:30 PM
September 21, 1983	Meeting of Student Election Committee
September 23, 1983	Student Government Assembly/Election for form of government held (if necessary)
October 7, 1983	Student Government elections completed
October 12, 1983	Submit names, grade, address and race of student government members on attached report sheets.

STUDENT GOVERNMENT

The student government is the central body from which sub-committees and projects originate. Each high school's student government, although directed by the Amalgamation Plan, is established differently and has a varying number of members. There are different ways in which students can be elected to student government.

Generally speaking, there are five models a school may choose from:

1. Homeroom - one or two representatives from each homeroom are elected to the student government.
2. Open Government - Any member of the student body who would like to join the student government may. There are no elections for this type of government.
3. Class Government - Each homeroom will elect a decided upon number of delegates from students who either nominated themselves or are nominated by other students. These delegates get together with other delegates from the same class (freshman, sophomore, junior, senior) and together elect a decided upon number of class representatives.

Another way for a class government to be elected is if all members of each class (freshman, sophomore, junior, senior) meet together and elect representatives from students who nominate themselves or are nominated.

4. Open and Class Government - Start with a class government to ensure class representation, and then open it up to the whole student body to allow others to join.
5. Open and Homeroom Government - Start with a homeroom government to ensure homeroom representation, and then open it up to the whole student body to allow others to join.

Once students are elected to student government, elections can be held for the student government sub-committees.

STUDENT RESPONSIBILITIES

The student council must meet at least once monthly by court order. Members of any of these groups need to be able to communicate and work with students and adults and be willing to devote time to student government projects:

Student Council Members

must attend monthly meetings
will represent views of other students
will relay information to and from council meetings
will work on identified council projects
are willing to seek advice of Faculty Student Advisor and other adults

Boston Student Advisory Council Members (Citywide)

must attend monthly meetings at Boston School Department, 26 Court Street
will represent views of their student body on citywide student issues
will relay information to and from their student body
will work on BSAC identified projects
are willing to serve on School Department Committees (e.g. Code of Discipline, screening committee, high school task force)
are willing to seek advice of Faculty Student Advisor, Student Affairs Specialist, and other adults

STUDENT GOVERNMENT MEMBERS

HIGH SCHOOL

Name of School _____

Faculty Student Advisor _____

Please list name, address, grade and racial/ethnic group (White, Black, Hispanic, Asian) of each member:

NAME	ADDRESS	GRADE	RACIAL/ETHNIC GROUP

_____
Signature Faculty Student Advisor

_____
Signature Headmaster

To be submitted no later than October 12, 1983, to the Community Superintendent and the Deputy Superintendent/School Operations.

STUDENT GOVERNMENT SUBCOMMITTEE

HIGH SCHOOL

BOSTON STUDENT ADVISORY COUNCIL

Name of School _____

Faculty Student Advisor _____

There are to be four students on BSAC; two students are first elected, then one student is designated by the Headmaster, and one student is designated by the Faculty Senate. Any racial or ethnic group (White, Black, Asian/American, Spanish-speaking) comprising a minimum of 10% of the school's total student population, must be represented on BSAC

NAME	ADDRESS	GRADE	RACIAL/ETHNIC GROUP
Elected Member			
1.			
Elected Member			
2.			
Headmaster's Designee			
3.			
Faculty Senate Designee			
4.			

Executive Committee Representative: _____

School Parent Council Representative: _____

_____
Signature Faculty Student Advisor

_____
Signature Headmaster

To be submitted no later than October 12, 1983, to the Community Superintendent and the Deputy Superintendent/School Operations.

DISPUTE RESOLUTION

DISPUTE RESOLUTION

During the present monitoring period, one dispute reached the mediation stage described at section V(D)(1) of the Orders of Disengagement. This complaint, filed by plaintiffs, questioned the process for assigning special needs students to substantially separate classes. The complaint was withdrawn after information was provided by members of the School Department during the mediation session.

Three other complaints, all brought by El Comite, remain at the negotiation stage described at section V(C)(2) of the Orders of Disengagement. These disputes, and the date on which they were raised, are as follows: (1) the absence of bilingual services at the Occupational Resource Center, filed on August 18 and September 6, 1983; (2) overcrowding in the Haitian bilingual program at English High School, filed on November 14, 1983; and (3) inadequate funding of bilingual programs, filed on April 27, 1984. An earlier dispute regarding access of Spanish bilingual students to District IX magnet programs, filed on September 20, 1983, was resolved through negotiation in the previous monitoring period.

MODIFICATIONS

MODIFICATIONS

Any of the primary parties or intervenors in the case may initiate a motion to modify existing orders as long as the proposed modifications have been presented to all parties and the Citywide Parents Council through a negotiation process under the auspices of the Board of Education.

Such modifications must be shown to be necessary in light of changed circumstances since the order to be modified was issued, must be detailed, complete, and show what the impact will be on the educational rights of minority students, must be "ripe for hearing and decision by the Court," and must not be inconsistent with Supreme Court decisions or federal statutes and regulations.

On May 2, 1984, the Boston School Committee requested that the State Board convene the parties to negotiate proposed amendments to the orders relating to administrative desegregation. A negotiating session was convened on May 23, 1984, with a second session expected to occur during the month of June.